

VOLUME IX

The

NUMBER 5

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



JANUARY 1929



Freedom and Initiative of Educators

EDUCATION needs to be loosened from the bonds that cramp it. It is not, as it is often thought to be, the means towards exact scholarship, but rather the awakening of the intelligence of those educated and the opening of young minds to the view of pleasant avenues leading to pleasing glades.

Education, as it appears to be, should not be the slave to a department, for thereby its very soul is killed. Teachers with broad, wide experience should be listened to and co-operated with by those in educational authority, who are wont to place such great value on the "blessed" word "curriculum." These should endeavor to detach themselves from the fetish of educational pedantry.

From an Editorial

—LETHBRIDGE HERALD.

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. IX.

EDMONTON, JANUARY, 1929

No. 5

Greetings from Our Presidents!



H. D. AINLAY, B.A.

President, Alberta Teachers' Alliance Inc.

To the Members of the Alberta Teachers' Alliance:

I accept with pleasure this opportunity of extending the season's greetings to all our members throughout the province.

The year that has passed has been one marked with considerable success and we look forward to 1929 with assurance that it will be another step forward in the progress of our organization. Sometimes we are impatient with the advances made but that impatience does not lead us to become discouraged but simply to make renewed efforts for the future.

We have set our eyes on a star and we intend to follow its gleam until we realize something of our destiny. It is only by our own efforts that we accomplish the work of raising the status of our profession. Team-work is necessary to accomplish our high purpose.

I trust that all our members will experience during 1929 the joy that comes from a service well done, not only to your profession but also to your professional organization.

—H. D. AINLAY.



C. W. LAIDLAW, B.A.

President, Canadian Teachers' Federation

A peculiar pleasure attaches to sending greetings to the Alberta Teachers' Alliance. This arises from circumstances connected with the organization of the Canadian Teachers' Federation, and events immediately following that event. Alberta and Manitoba found themselves in sharp conflict on a number of points. The proponents fought the issues vigorously, but there was born of the struggle, as should always be the case with worthy foes, a sympathy, an understanding and a respect that has carried with it the pleasantest memories.

May I pay tribute to this fact, that if there has been any vigor in the policies of the C.T.F. due credit for this must be given largely to Alberta. The forces of conservatism are strong among teachers, but the forcefulness, the progressiveness, and the insistence of Alberta stormed this citadel, and made certain that this new organization would move forward, breaking new ground in the educational field.

I am greatly impressed with the immense activity in educational research taking place at the present time, each province being interested in some special phase of the problem, and in many cases being urged thereto

FROM



A
Message
to

The Women of Western Canada

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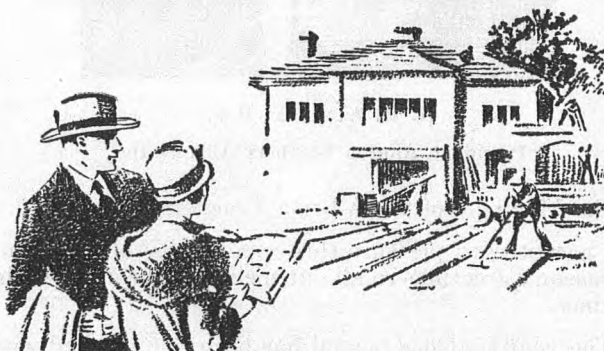
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Registration for the next extra-mural term must be made in April. The Summer School, which forms a part of the summer extra-mural term, is held for seven weeks during July and August. Examinations are the same as for intra-mural students and are held about the first week of September.

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by some local need. It is the sum total of this work that the Canadian Teachers' Federation must make available for the benefit of all the teachers in Canada. With our country about to move forward to its greatest era of expansion, Canadian teachers appear to realize that education itself must share in the advance, and must make of itself the fitting instrument to develop an efficient and worthy type of citizenship. Organization must be overhauled, methods must be improved training must be extended and intensified, the positiveness of science must replace much of the experimentation of the present generation. As a result our magnificent resources, just being revealed to us, and made significant by the latest developments of physical and chemical science will be worthily developed, and made to minister to the happiness of a great people.

I wish the Alberta Teachers' Alliance great success in the coming year.

—CHAS. W. LAIDLAW.

Random Notes

By W. T. R.

FROM a recent article in the "Research" column it would appear that Dr. Lazerte has been asking junior pupils in some of our public schools "when they would add two numbers that they found in a problem" and "when they would subtract two numbers found in any problem."

A pupil may be able to work a great variety of typical problems in addition and subtraction correctly, and yet be unable to supply the two answers which the Doctor desires. Inability to answer these two questions is not in itself a thing to be deplored. Children may be able to repeat concise generalizations, and at the same time have a very hazy idea of the meaning of the words they use. In Arithmetic the problem's the thing. A clear comprehension of the processes involved in the solution of a particular problem is what really matters.

At the present time we hear much and read much about mass production in education, the individuality of the child, and kindred topics. In order to emphasize the need for reform it has become fashionable to belittle the schools of the immediate past "with their limited curriculum and their indifferent teachers." These aspersions are as needless as they are unwarranted. Needless, because they do not help in the solution of present day problems; unwarranted, because the products of these schools would compare favorably with the youth turned out by the ornate institutions of today.

It is a mistake to imagine that it is only within recent years that the individuality of the child has become a matter of concern to the teacher. A text-book in common use more than forty years ago contains the following:

"The same teachings and educative influences produce different results on different people, because of differences in their natural endowment. Children from the same family or school do not grow up alike; the soil differs; crops of the same quality cannot come even from the same husbandry. Collective teaching, which appeals to common sentiment, attainment, and power, must be supplemented by *individual* exercise. Peculiarities of temperament, disposition, and character have to be studied and met."

Another writer, after referring to mass production in factories, goes on to say:

"It is just so with our big city schools. Number is the great thing. For thoroughness and individuality there is neither time nor room. A curriculum, and a method, and a teacher is provided which is meant to fit perfectly the normal, or average child. Unfortunately children will not be averaged according to any known rule. Actual tests conducted over several years prove that a bare 44 per cent. of the children conform exactly to what is termed normality. And the factory-system of schooling, in endeavoring to fit scholars to its system, holds back the super-normal, the clever scholars, and pushes back the sub-normal, the dull ones. Room for individuality there is none, nor is there chance of training the discriminative faculties which go to the building up of private judgment."

Says a writer from across the U.S. boundary:

"The old country school gave far greater advantages to the gifted child than the best equipped city institution. The boy who learned the multiplication table by hearing other children recite it was not kept back until the most stupid student in the class had mastered it. He was allowed to forge ahead for himself, and if he figured clear through the "rithmetic" that term, he was encouraged by his teacher. It frequently happens that a country boy transferred to the city school will be several grades ahead for his age, because of the individual liberty he has been allowed. And speaking from experience, I may add that he is very likely to be put back a grade or two, just to encourage (?) him or to make him appreciate the superiority (?) of the city school! There is a chance for individuality to assist itself in the smaller country school, as there is certainly a better chance of acquiring thoroughness."

But the headmaster of the famous Harrow School takes a much wider view of "the school and individuality." I quote the following from the London "Observer" of recent date:

"The John Lyon School is free from interference from either the Board of Education or Education Committees. It is a great quality, individuality, which I ask the boys to treasure. We are living in a time of mass production. At any place between forty and fifty miles from London you can see this system of mass production spread like a blight over the countryside, desecrating it and making common what was once individual, and commonplace, what was once beautiful. The object, if there be an object, of those who work this system is to make everybody as like everybody else as they can. One of the places where that false doctrine can be fought is in the school. If a school is individual; if it is free; if the masters are left to carry out their ideas and the locality is left free to develop its own individual school, it will be for the national well-being. I want to see masters, boys, and the locality with as little interference from Whitehall or the County Education Committee as possible."

Yes, "the school and individuality" is a subject which covers a field so wide that many, mistaking a part for the whole, think they have discussed the question from every angle when, as a matter of fact, they have but touched the fringe.

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Silent Reading Tests

By R. J. SCOTT

THE stability of our democratic institutions of Government depends largely upon the literacy of the masses that make up the state. As reading is the key to literacy it must, of necessity, occupy a position of high importance in our curriculum. "Reading is the basic instrument which enables one to penetrate the mines of information not only in all branches of the curriculum, but in every topic that has been at some time or other the object of human study or investigation."

In an age when illiteracy was common, when there was little to read and only a few who could read, expressive oral reading met the requirements of the day. If reading instruction is to proceed in an intelligent way it must be presented with a view to meeting the social needs of its own particular era. The needs of society must determine the aim of reading instruction.

We must then consider the changed conditions of our own time. Instead of monthly or at best weekly papers of our grandfather's day, we have our modern city daily papers, with one or more editions, our vast array of magazines, of books on every conceivable topic of human interest, as compared with the Bible and the almanac of pioneer times. We live in an age of books which is probably the outgrowth of a demand for literacy upon the part of a democratic people, and accordingly a tribute thereto.

If a man would rise to any degree of efficiency in his own specific vocation, he must familiarize himself with a scientific technique governing the successful execution of that work as set forth in numerous books and periodicals. But he must read more broadly than this. To be a thorough citizen he must appreciate the value of social and political co-operation, the value of well spent leisure hours, and possess a certain flexibility of adjustment to a changing environment. There is a whole field of literature and true pleasure reading that the youth should be trained to appreciate and enjoy.

In the present age then, we must face the fact that there is an abundance of material to read, and that it is incumbent upon all to read widely. In real life, man seldom reads aloud. Oral reading is a slow process. Speed and comprehension must play important parts in reading instruction. Definite, systematic and scientific training in the technique of silent reading increases the rate enormously, and increases to some degree also, comprehension.

Silent reading should be inculcated into educational practice, because:

(1) When weighed in the balance it's practical use greatly overshadows in utility any amount of skill in oral reading.

(2) It is the instrument of the acquiring of knowledge of human interest in the experiences and heritage of the past in the most convenient manner.

(3) Modern research and diagnosis has established the fact that the rate in silent reading is far in advance of oral reading, that the eye movements are less as the recognition span lengthens, that the regressive eye movements disappear, that as a rule the rapid reader is superior in comprehension, thus acquiring knowledge in proportion to silent reading ability.

Silent reading should most certainly not be restricted to any one particular phase of reading if it is to serve the best purpose. There are comparatively few subjects

on the course that will not furnish samples for silent reading. What better subject for reading for "General Significance" than an important history paragraph. What better subject for "Making Inferences" than a passage on surface features and climate from your geography. "Significance" and "Noting Detail" enter strongly into the subject of literature. Indeed a few minutes of the arithmetic lesson might profitably be spent upon problem reading, as recent investigations have found much of the difficulty in problem solving to be the result of faulty reading habits. Reading to understand "Precise Directions" has a utilitarian aspect that must not be overlooked from the practical side of reading.

For many years the pupils in the city of Edmonton have been practised and tested in silent reading of a particular type, that of "Noting Detail." This is an important type of silent reading as a careful analysis of important information is required. However the aim of such tests requires the choice of a particular type of selection. Of the many such selections submitted annually by the Edmonton Teachers to the committee on Silent Reading at least 60% are on a topic on Nature Study. This is but natural as the information that can be packed into a curtailed selection contains a number of definite points upon which to ask questions. But this is not the type of easy reading common to the public, nor is it suitable for testing the rate of reading or the various other important reading skills that the individual is called upon to interpret in the process of living.

With a view to meeting the situation in a broader way a survey was made of a number of authorities and tests in Silent Reading and an entirely new set of Silent Reading Tests were presented to the pupils of Grades III to VII in the Edmonton Public Schools.

The authorities upon which these tests were based were chiefly, Gates, who has done extensive research in Silent Reading, and a Graded series of readers "The Silent Study Readers" by Sherman, Reid and McKenzie, published by Dent and Sons of Toronto, who make claims and give exercises that fit in well with the Gates' plan. Gates draws his conclusions from a careful survey of the work of many classes and finally comes to the conclusion that the four phases of reading of greatest importance are those we endeavored to present in June.

The difficulty experienced by those responsible for drafting the tests was that while Gates used separate sets of twenty-four tests on each we were requested to draw up the tests in such form as would involve no considerable extra expense in printing. To be brief an attempt was made to secure the ideals, uniformity, reliability, correlation, etc. expected of such standard tests by a series of experiments in the grades of McKay Avenue School. The tests were submitted and revised and resubmitted until it was felt that some measure of the idea advanced had been accomplished. It would probably be a just criticism that the tests were of the diagnostic or remedial type that might be used for practice exercises to fit the pupils to meet efficiently these standard tests in Silent Reading that are procurable.

The following will give a summary of the nature and aim of each test. Test 1—Reading to "Understand Precise Directions." This test is the best of its

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kind to measure an exacting type of reading. The facts given in each should not be intrinsically difficult and the direction to be executed should require little time or ability. The test should measure the ability to read with exactness and decision. The errors are due to the deficiencies in the technique of reading. Children too frequently read these directions too quickly or too carelessly.

Test 2—"General Significance" afforded the easiest reading in as much as it required a recording of general impressions only with no special analysis. Generally speaking this is the kind of reading the adult does when reading a newspaper or novel, and corresponds to the bulk of the reading of society. Pupils frequently score better on this test if not permitted to re-read. It is the best of the series to use when one wishes to measure "the rate of easy reading" or "the rate of casual reading."

Test 3—"To predict the outcome of events." This test is the best of its kind to measure the ability not merely to interpret the entire passage, but to appraise its implications, to go beyond the mere grasp of the ideas presented.

Test 4—"Reading to Note Detail." The selection must be of such nature as to include several significant details. This test requires the breaking up of the passage and a consequent analysis; but an easier analysis than that required in the selection for "Understanding Precise Directions." In fact Gates considers the latter the better type of test.

In brief, the main reasons for selecting these four tests were:

1. They represent four important reading skills.
2. They include reading for general impression and exact detail.
3. They give play to different rates of reading.
4. They give different degrees of grasp of comprehension.

They therefore form a basis for an intelligent survey of strength and weaknesses in the important reading skills that could not be secured by a single test of any type.

As a result of a survey of the record sheets and test sheets for the city as a whole the following tables represent the percentage attainment by the grades for each test and the average attainment on the whole.

The medium scores have been changed to an equivalent percentage basis to make them more comprehensive.

First set—Grades III and IV: Grade III, 6 mins. per test; Grade IV, 5 mins. per test.

	T-1	T-2	T-3	T-4	Avg.
Grade III-----	64	44	59	57.5	56
Grade IV-----	66	56	66	78	63.6

Second set—Grades V, VI, VII:

	T-1	T-2	T-3	T-4	Avg.
Grade V-----	48	50	55.5	72.5	57
Grade VI-----	61	56	68	81	67
Grade VII-----	68	65.5	68	88	73

The survey brings out the following important observations:

1. That there is too much variation in the standard of attainment in the important types of reading skill.
2. That the score for test four is greatly superior to the others as a result of constant drill on "Noting Detail."
3. Pupils therefore should receive practice in types 1, 2 and 3.
4. Probably the most serious omission in our past instruction in Silent Reading is shown by the low scores on Test two. This is to grasp "General Significance" and represents the usual type of reading as

done by the average person, and probably explains why our pupils so often miss the significant point of a paragraph in favour of a minor detail.

5. The attempt to equate the scores by a change of time only is not sound. If it were Grade III scores should equal those of Grade IV. The scheme of equation should make some provision for the difference in power of comprehension as well as speed.

6. The plan to equate the scores on the second set was much better. The scores were the norm. for Grade VI. Grade V were to add 10% to their attainment while Grade VII were to deduct 10%. Table 2 gives the actual scores and when the adjustment is made the scores equate very well.

7. It might be well to note that although foreign children average from 20 to 25% of the names on the record 45% of those who failed to obtain half marks were foreigners. This points to a special need for practice in silent reading.

8. Another significant observation was that a number of children in the same family in one school all scored low. There were a number of cases of this. It may be the result of low mentality, but one wonders if conditions might not be improved if the home were provided with suitable interesting reading material.

9. With the exception of test 4, Grade III, the tests were probably too liberal in the allowance of time but the Committee were purposely conservative, feeling that it would not do to cut the time too closely upon the first presentation of the tests.

There should be some curtailment of time for Grades V, VI, and VII upon the presentation of the next set.

10. It took from 20 to 24 minutes in Grades III and IV, and 30 minutes in Grades V, VI and VII to read and answer the four tests. In the past the pupils spent more time on but one phase of reading before their answer papers were handed in, and yet the passage for Grades V, VI and VII on "Noting Detail" was quite as difficult as any given in the past.

In the matter of timing Silent Reading selections there is less agreement and uniformity among teachers than any other factor which enters into the subject of silent reading. This claim is based upon observations of selections submitted by grade teachers for examination purposes covering the past four or five years. A Grade III teacher a few years ago concluded her submitted selection by stating that normal Grade III pupils should read 120 words per minute, which was a sound contention for a "rate score" in easy reading, but was out of the question for a concentrated analysis such as is required for the purpose of "Noting Detail." It has frequently occurred that Grade III to V teachers have submitted selections of equal difficulty and of greater length than those submitted by Grade VI and VII teachers. A study of the timing of the various phases of Silent Reading should be made by every teacher as it stands in importance next to the choice of suitable selections.

The number of words per minute per grade for a rate of easy reading would be as follows:

Grade II, 50 words; Grade III, 100 words; Grade IV, 140 words; Grade V, 170 words; Grade VI, 190 words; Grade VII, 210 words; Grade VIII, 230 words; Grade IX, 260 words; Grade X, 290 words.

With respect to the comparison of the relative importance of Oral Reading and Silent Reading throughout the grades, a general principle may be followed. As long as the pupil can say the words as quickly as he or she can comprehend, the better results can be obtained through oral reading, as it offers to the teacher a better means to improve the habits of the pupil. Eye movements should be carefully observed with poor

readers. About the time the pupil enters Grade III he or she reads faster silently than orally. Silent Reading should receive equal attention with oral reading in Grades III and IV. For Grade V oral reading should occupy about 40% of the time as compared with 60% for Silent. For Grade VI, 30% oral and 70% silent, and it is doubtful if oral reading in Grade VII should have a place on the daily program important enough to warrant it being a factor in a promotion test.

Silent Reading should begin not later than the latter half of the Grade I term. In Grades I and II the "Flash Card" system is the best as it assures the forming of a proper recognition span, and at the same time enables the primary teacher to curtail the time efficiently. First should come the word, then the phrase, then the sentence. At all times the exercise should be printed or written in large, clear letters so that no superficial interfering factor may enter in. If the tests given in June but serve to suggest the type of selection, and bring about some measure of broad and useful reading they will have justified themselves.

In conclusion let me urge that your silent reading selections be not confined to your literature and supplementary reading books, but that you make a careful choice of selections, taken from as many subjects as possible. Nor should a silent reading selection be taken piecemeal, one part of a story one day and some more the next, but should involve a carefully chosen passage with due regard to purpose, interest, length and conclusion.

Some valuable reference helps for teachers that bear out the ideas advanced above are: a graded series of readers which contain a manual and selections called the "Silent Study Readers" by Sherman, Reid & McKenzie, Dent and Sons, Toronto. Stone's "Silent Readers," Houghton Mifflin Company, Chicago. For standard tests Gates' "Silent Reading Tests," The Macmillan Company, New York, and the "Sangren Woody Reading Tests," World Book Co., New York. The Sangren Woody Tests are one of the best procurable, and can be purchased for 20 cents a set. They afford excellent samples of selections for the grades from four to eight.

On the Foremost Question

EDUCATION AND THE GENERAL WELFARE Reorganization of Rural School System

Dear Mr. Editor:

I sincerely hope the Government will not press this matter to a finish at the next session of the Legislature. The people of the Province have scarcely commenced to think about it; and they must be given plenty of time to ruminate on the details, if the settlement is to have any reasonable degree of permanence. The proposals of the Minister should be thoroughly discussed at the approaching session, so as to put the issues involved clearly before the ratepayers; but in the common interest consummation ought to be postponed.

I do not propose to discuss in this letter the details of the Minister's scheme, as divulged in press reports; but rather to call attention to certain collateral aspects of the subject, the discussion of which may have some influence on the prevalent outlook on Education. I may at a later date, with your permission, offer some remarks on the scheme itself.

It is reasonably safe to assume that the ratepayers will take a hand in the settlement. In other days it was possible to float a large and comprehensive measure of educational reform, involving a substantial increase in the cost of operation, without the ratepayers knowing much about it until the scheme was actually launched. But in these days the ratepayer is much more sensitive to encroachments on his purse; and he has, besides, ready means of giving vent to his feelings through such organizations as the U.F.A. and the Municipal League. There will be plenty of room for missionary work of the kind referred to by "Argos" in your October issue. The question may even demand a plebiscite; it is at least as important, if not quite so insistent, as the liquor question was some years ago.

Some light may be thrown on the common-school situation by a rehearsal of the primary interests concerned.

Concerned Parents who have children of school age come first. Their interest is strongly positive, personal and urgent. It is they who, in new settlements, initiate proceedings for the establishment of new school districts; and

who, in all districts, supply the moral motive for the efficient operation of the school. A knowledge of the numerical ratio in which these stand to the whole electorate would be an important factor in forecasting the probable fate of any proposed measure of school reform.

Parents whose families are under school age have a similar positive and personal interest, but less urgent—so much less sometimes as to be practically negligible.

The attitude of parents whose families have passed beyond school age is very variable, and depends largely on the extent to which they have learned (subconsciously for the most part) to appreciate the public value of education.

Clearly the two last classes are not to be greatly depended on in an appeal for increased public expenditure on education. That is, as things are at present; but they might be amenable to the enlightening influence of a missionary campaign.

The residue of the electorate, having no children of their own, have obviously no direct personal interest in education—excluding of course those who in any way derive their living from or through the operation of the schools. The bachelors constitute a characteristic element of this class, whose interest is, on the whole, negative and often obstructive. They resent being compelled to pay for the education of other people's children. In new settlements they endeavour to postpone the erection of new school districts as long as they can; and, generally, use every available means to keep down the local school rate as low as possible. In any attempt to expand the operation of the educational machinery of the rural sections of the Province, they may be relied upon, in general, to constitute the head and front of the active opposition.

It appears then that, in the matter of interest in the rural school question, the electorate is roughly divisible into two groups—Benedicts and Celibates—the former supporting and the latter obstructing the efficient operation of the schools; but that, for a variety of reasons, some Benedicts array themselves with the Celibates, while some Celibates support the policy of the Benedicts.

It appears further that interest in the operation of the schools, other than occupational, is of three types or grades:

(1) Personal, as of parents in the education of their own children and of those of their relatives and friends;

(2) General, as of broadminded and well-informed citizens in the education of all children;

(3) The negative or opposing interest of those who have no children of their own and who resent the application of their taxes to education as an unjust levy on their personal resources.

Thus far, the nearest approach to the ideal attitude of intelligent citizenship is that of concern for the efficient education of *all* children—for what is known as “universal education.” But, concentrating on its economic aspect, while ignoring for the present the social and religious aspects of that “concern” as not involving costs for which the community is wont to tax itself, the actuating motive is in general altruistic and no deeper than a sense of fair-play, which would give to all children equal opportunity to enjoy the benefits of education. It is the children *individually* who are presumed to be the beneficiaries of such opportunity. It is the future career of the children themselves in the strenuous battle of life about whom the majority of thoughtful and intelligent citizens are concerned when they interest themselves in education.

Now, Mr. Editor, if, at its best, that is, the prevailing sentiment about education, there is, I think, a good deal to be said in justification of the attitude of the Celibates when they question the justice of taxing them for the benefit of other people's children. It is a sound fiscal principle that a community should only tax itself for such services as are beneficial to the community at large. If that is admitted, then surely it is the first duty of the Government, and of every citizen who can aid them, to come out and show clearly and unmistakably in what way education reacts to the general benefit, and the lack of it to the grave disadvantage of the people at large.

The fact that universal education is already an accepted principle may be taken as evidence that the promoters of the English Education Act of 1870 had some convincing argument of general utility to advance in justification of their proposal to make universal education a public charge. John Morley, in his *Life of Gladstone*, has this to say about it: (Bk. VI, Ch. III, S. II.)

“After the extension of the franchise to the workmen everybody felt, in a happy phrase of the time, that: ‘We must educate our masters.’ Outside events were supposed to hold a lesson. The triumphant North in America was the land of the common-school. The victory of Prussians over Austrians at Sadowa in 1866 was called the victory of the elementary school teacher. . . . The business in 1870 was to provide schools, and to get the children into them.

“It is surprising how little serious attention had been paid even by speculative writers in this country to the vast problem of the relative duties of the State and Family in respect of education. Mill devoted a few keen pages to it in his book on political economy. Fawcett, who was supposed to represent his principles in parliament, yet in education was against free schools, while Mill was for them. All was unsettled; important things were even unperceived. Yet the questions of national education, answer them as we will, touch the moral life and death of nations.”

The views of the distinguished economist, John Stuart Mill, above referred to, may be usefully presented by the following quotation: (Col. Econ. Bk. V, Ch. XI, Ss. 8.)

“The uncultivated cannot be competent judges of cultivation. Those who most need to be made wiser and better usually desire it least; and, if they desired it, would be incapable of finding their way to it by their own lights. It will continually happen, on the voluntary system, that, the end not being desired, the means will not be provided at all; or

that, the persons requiring improvement having an imperfect or altogether erroneous conception of what they want, the supply called forth by the demand of the market will be anything but what is really required. Now any well-intentioned and tolerably civilized government may think, without presumption, that it does or ought to possess a degree of cultivation above the average of the community which it rules; and that it should therefore be capable of offering better education and better instruction to the people than the greater number of them would spontaneously demand. Education therefore is one of those things which it is admissible in principle that a government should provide for the people. The case is one to which the reasons of the non-interference (by government) principle do not necessarily or universally extend.

“With regard to elementary education, the exception to ordinary rules may, I conceive, justifiably be carried still further. There are certain primary elements and means of knowledge, which it is in the highest degree desirable that all human beings born into the community should acquire during childhood. If their parents, or those on whom they depend, have the power of obtaining for them this instruction, and fail to do it, they commit a double breach of duty, towards the children themselves, and towards the members of the community generally, who are liable to suffer seriously from the consequences of ignorance and want of education in their fellow-citizens. It is therefore an allowable exercise of the powers of government to impose on parents the legal obligation to giving elementary instruction to children. This however cannot fairly be done without taking measures to insure that such instruction shall always be accessible to them, either gratuitously or at a trifling expense.”

The American view of national education is lucidly and forcibly advanced in the argument of Daniel Webster, made in 1820:

“For the purpose of public instruction,” he said, “we hold every man subject to taxation in proportion to his property, and we look not to the question whether he himself have or have not children to be benefited by the education for which he pays; we regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code by inspiring a salutary and conservative principle of virtue and of knowledge in an early age. We hope to excite a feeling of respectability and a sense of character by enlarging the capacities and increasing the sphere of intellectual enjoyment Knowing that our government rests directly upon the public will, that we may preserve it we endeavor to give a safe and proper direction to the public will. We do not, indeed, expect all men to be philosophers or statesmen; but we confidently trust . . . that by the diffusion of general knowledge and good and virtuous sentiments the political fabric may be secure as well against open violence and overthrow as against the slow but sure undermining of licentiousness.”

These historical statements explain clearly the grounds upon which the original promoters of universal education, both in Britain and in America, justified to the taxpayers of their day and generation the imposition of public taxes in support of the common school. But the vast development of industrial activity in the last quarter of a century, with its astonishing achievements in mass production, and in co-operative effort generally, has created a new motive for advancing the efficiency of education in general, and of the common school in particular; a motive, moreover, which appeals more directly to the average ratepayer, inasmuch as it relates more immediately both to his personal income and to his means of enjoying it. At the present juncture when, following a not too bountiful harvest, the government is preparing to face the rural ratepayers with a scheme of rural-school reorganization, this new motive may prove to be a critical argument. The ratepayers of Alberta may not be a school of philosophers, but they have lots of “horse-sense”; and I believe that they would not only swallow the Minister's scheme, but clamor for more, if it were first brought home to the mind and heart of every citizen, as a vital and fundamental fact, that education is not only a profitable appurtenance of the individual citizen, and an inexpensive means of public safety, but is moreover an *indispensable cog in the machinery of modern civilization which makes*

life what it is today.—for every one of us, Benedict and Celibate alike, man, woman and child.

The reaction of education on public welfare is neither as widely nor as profoundly appreciated as it ought to be; and it will be for that reason more than any other if the Minister fails to put his new measure over. Of public welfare we hear occasionally; and the schools we have always with us. But of education as an active factor in public welfare we think but casually and superficially. The individualistic conception of education is still the prevalent one. Our vision is too narrow.

What do we mean by "public welfare"? Briefly, the term stands for the *satisfaction* which the members of a community get out of life as a consequence of their association in the community. As a community "figure-of-merit" it has three component factors, viz:

- (1) The average *per capita* income..... I ;
 - (2) The cost-of-living index, the reciprocal of which measures the quantity of goods (services and commodities) obtainable in the community per dollar of income..... i/L ;
 - (3) An efficiency, co-efficient, representing the relative adaptability of everything we use or enjoy to its ostensible purpose..... e ;
- and these factors multiplied together measure the public welfare, as a community "figure-of-merit":

$$W = eIi/L$$

If our statisticians were to evaluate each of these factors for every important city, region, and province in the Dominion, the resulting local numerics would furnish a more or less reliable means of comparing different locations at different epochs as desirable places to live in. It is not suggested that this could or should be done; the analysis here presented is intended merely to exhibit the whole content of the idea of public welfare with a view to exposing the function of education in promoting it.

Of primary importance as a factor in the general welfare of a community is the per capita income of its members; since that is the amount of money available to each, on the average, as a means of securing the satisfactions of life. Per capita income is, of course, calculated by dividing the aggregate income of the community by the number of individuals sharing it. But it is important to observe that in large modern communities the mathematical order of derivation is also the economic order; that in fact, in such communities, the aggregate income is economically prior to the individual incomes, which are distributed downwards by successive subdivision; so that the individual incomes are determined by the aggregate, and not *vice-versa*.

Economically, every large modern community is a complex, more or less organized, co-operative enterprise for the creation and distribution of wealth; and the aggregate amount of wealth available for distribution among the co-operatives annually clearly depends, among other things, upon the efficiency of the co-operatives, individually and collectively. Equally clearly that efficiency will be the greatest possible:

- (1) When every co-operative is employed in the tasks for which he is best fitted by nature and inclination; that is, when there are no misfits;
- (2) When every co-operative is as perfectly trained for his specific task as possible;
- (3) When the organization of the individual efforts of the co-operatives is as complete and perfect as possible.

Responsibility for the first of these conditions rests primarily on the common school, especially in its lower

grades. It cannot however be fairly claimed that the common-school of today makes any systematic attempt to conserve and develop the native tendencies of the children it receives. At best it concentrates its attention on certain specific types of ability which were in large demand fifty years ago; ignoring and discouraging other types, some of them of greater economic value, until they dwindle away for want of cultivation. Thus are produced a host of mediocre misfits. Strong personal characters, of course are apt to survive almost any kind of treatment; but even these are subject to the dangers of misfit through misdirection. The conservation and development of native tendencies clearly calls for *individual* treatment; and it seems a fair deduction that the persistence of mass methods in school practice, over such a long period of years, indicates a regrettable failure, on the part of the directors of education generally, to realize the fundamental economic importance of the sorting-out function of the common school.

The efficiency of the subsequent training of the co-operatives is necessarily affected by the accuracy and completeness with which the common-school sorts them out according to their native talents and tendencies. The "stickit minister" would probably have made a much more efficient schoolmaster if he had not wasted so much time training for the ministry—even if that training was not a total loss. But that is only a very mild case of misfit. How many of them continue to be round-pegs-in-square-holes through the greater part of their lives, and end by slipping through and falling into—the crank-case, shall we say? Misfits are the bane of business; and the common-school is primarily responsible for them.

To eliminate the danger of misfit, the common-school system must be so organized and conducted as to accomplish two distinct purposes:

- (1) It must treat *all* the children of the community; all must be similarly passed through the sorting sieve;
- (2) It must treat *all* the children *in such a way* as to leave no reasonable doubt, in the minds of those concerned, as to what kind of service each child is best fitted for by talent and inclination. And the more distinctive the talent the more accurate should be the classification.

The present government proposals are mainly concerned with the former of these two purposes—the provision of adequate means of treating all the children of the province as nearly similarly as possible. But care must be taken that nothing is done, through the means adopted to realize that aim, which might prove an obstacle to subsequent reform having the latter, and not less important aim, in view. Indeed, it might as well be clearly understood at the outset that there is little real justification for incurring new expense in a re-organization of the rural school system, unless that is to be immediately followed by more or less drastic pedagogical reform within the schools.

Before passing to the other factors of public welfare it is pertinent to contrast the reaction of education in general upon the individual and upon the community respectively. In so far as an education system functions efficiently upon the individual scholars, it tends to maintain—possibly even to accentuate—those inequalities of fortune which depend upon inequality of native talent and capacity. On the other hand, an education system which functions efficiently as a means of sorting out and training the co-operative units of the community, as a wealth producing corporation, to the extent that it does so, tends to increase the aggregate income of the community, and so to

swell the average per capita income and enhance the general welfare. These two reactions are not, of course, independent; but are more or less co-existent aspects of any efficient system of education. But, whereas general recognition of the economic value of education, as a factor of the general welfare, is likely to induce a lively interest in education throughout every section of the community; any tendency to limit public attention to the individualistic aspect of education tends also to limit active interest in education to the relatives and friends of the actual scholars.

The cost-of-living factor of public welfare may be left out of account for the present. It is necessary as a means of indicating how far, at any given time or place, per capita income will go in securing the current satisfactions of life. But its connection with education is less intimate than that of the other factors.

The efficiency factor relates, as has been already stated, to the adaptability of everything we use or enjoy to its ostensible purpose. This adaptability is constantly, and in these days rapidly, growing as new improved models and methods take the place of old. Hence it can only be crystallized into a numeric by reference to some standard epoch of comparison. By way of example, contrast the efficiency of the rubber goods of today with that of similar pre-war goods—not to mention the many novel applications which have made rubber contribute more and more to the satisfaction of its users. So with silk—natural, rayon, and the new synthetic silk—an amazing march of progress in feminine attire, and a possible source of new income in Canada in the not distant future. The isolated example of the metal filament electric lamp, as compared with the old fibre filament, clearly illustrates the use of the efficiency factor as representing the enhancement of satisfaction to its users. Among other notable items are: internal combustion engines and steam turbines; the astounding automobile and the more recent aeroplane; the telegraph and telephone services; wireless and radio; X rays and radium; "movies" and "talkies;" and bewildering host of improvements in domestic equipment, all making for the emancipation of woman from the bondage of household drudgery and for a cleaner bill of health of the whole community. There is hardly a phase of life that has not felt the ameliorating influence of the thousands of improvements whose values, in the aggregate, crystalize out in the efficiency co-efficient of public welfare. And behind all these, yet similarly related to public welfare, are the constantly improving means and methods of discovery and exploiting the natural resources of the country—the ultimate source of all the material satisfactions of life.

Now what has education to do with this? Not by any means everything; but certainly a very great deal. The enormous enhancement of satisfaction which we moderns get out of life is readily traceable to the work of a little army of scientific inventors; and, behind these, to another little army of scientific workers who are constantly engaged in probing the secrets and hidden potentialities of Nature in her every phase, and supplying, out of their researches, new sources of inspiration to inventors for application to the general welfare.

In days gone by inventors were born, not made. But today it is in the nature of things that they are at least as much made as born. The inventive faculty has now little room for profitable exercise unless backed by technical knowledge and training of a comparatively high order. The modern inventor has to fortify his native talent of imagination with a measure of intensive scientific training, without which he will struggle in vain to elaborate his ideas to profitable fruition. And

if, for any reason, he should fail to recognize his own latent possibilities in time to subject himself to the needful course of training, society is liable to miss his service and to suffer loss accordingly.

A similar line of argument applies to the scientific highbrows whose researches inspire the labors of inventors; and we have then, clearly, a matter that is of vital personal interest to every member of the community; the desirability, in the common interest, of saving and educating every item of native scientific talent lying dormant—and otherwise in danger of remaining dormant—in every grade of society. Which, briefly, brings us back once more to the proper function of the common-school, as an agent in promoting the general welfare, viz: that of sorting out all the children according to their native talents and tendencies, and of making them clearly conscious of their respective potential values to the community at large.

It might be urged, however, that the proportion of inventors and highbrows of all kinds, at any time present in a community, is relatively so insignificant that it is not worth the while of the common-school to bother about them in their embryo state.

Perhaps. But Madame Curie had to work over tons of ore in order to sift out a few grains of radium! And who shall say it was not worth while? The seat of life in a grain of wheat is so minute that man has not yet invented a balance delicate enough to weigh it. Not only is the food value of the vitamins present in natural foods "far in excess of their calorific value"; but "their withdrawal from a diet otherwise well-balanced results in disease and death as surely as would the withdrawal of protein or of water." Yet these vitamins are present in such small proportions that the polishing of rice for the western market leaves the entire vitamin-content in the polishings. The glands which appear to exercise the most vital functions in the human body are the most insignificant in size. When therefore it is objected that there is not enough latent scientific talent in an ordinary common-school to bother about, the school should not be permitted to "pass the buck" on that score. A more effective excuse might be that the common-school staff is not properly equipped for the task of recognizing and handling that kind of talent. And there might be no immediate retort to such an objection, were it not for the fact that scientific talent is naturally in its embryo stage during the earlier years of common-school life, and therefore requires only free scope for self-development with a little sympathetic encouragement from the teacher to coax it on. The sifting-out process, moreover being a gradual one, the possible scientists will generally constitute a much larger group in the earlier stages than in the later, as they become narrowed down gradually from possibles to probables, and from probables to actuals.

It may further be objected, with apparent justice, that, in the operation of the common-school system as an active factor of the general welfare, there is a lag between the effort and the result; and that, in consequence, many whose taxes are helping to finance the effort today may not live to enjoy the result. Which is quite true. But the effect of the lag noted is more or less compensated by the fact that all are today enjoying the results of the efforts of many yesterdays. And that appears to account for most, if not all, of the objection raised.

I must now assume, Mr. Editor, that I have at any rate started a line of argument which, if adequately developed, ought to satisfy the mind of every reasonable ratepayer, be he childless or childed, not only of the essential equity of taxation for educational purposes

generally, but also of the immediate and urgent need of increased taxation for the purpose of advancing the efficiency of the common-school system towards a level with the requirements of our modern industrial system which has, in the last fifty years, advanced almost out of touch with the present inelastic school system. In particular, we should not lose sight of the lesson of the war; nor of the sequel of the war,—the amazing revival of German industry and commerce. No other nation can hope to withstand the intense penetrative power of aggressive German commercialism, that neglects to maintain its schools at the highest pitch of economic efficiency. The superiority of German industry, the products of which are today flooding the markets of the world, is built up from the common school; and we cannot hope to hold our own unless we follow a similar policy along similar lines.

Campsie, Alberta, 12th Dec., 1928.

W. WALLACE.

"November 17th, 1928

Dear Editor:

During November 8th and 9th the Convention for this district was held at Lethbridge, where Hon. Perren Baker delivered an address.

In referring to this proposed change in the Educational System of Alberta he made the statement that one feature of the system would be the elimination of unfit. Stating that if a teacher failed to be successful in one district she moved to the next district and that the only method of preventing her removal was the cancellation of her certificate. This, the kind hearted Minister of Education did not like to do. But I presume that the assumption was that this would be possible under the new system.

Do you not think that there are teachers who love their work and are devoted to it yet may have trouble in districts and fail to harmonize with local boards?

I have felt that I have wanted to report this item to you, and would be glad to receive a letter from you regarding this point, as sometimes teachers are subject to a feeling of depression and discouragement.

Of course I do not wish to be quoted for this statement but I have felt for the past few days strongly impelled to write to you.

Sometimes the health of the teachers may be below par after strenuous work and yet the teacher be roughly handled by both principal and inspector so that it means humiliation in the eyes of the whole district.

Hoping to hear from you at your convenience, I remain

Yours sincerely,
_____."

"Dear Sir:

The article dealing with the proposed New School Act is of great interest to us but would it not seem wise to look at it from another view-point?

One of the disadvantages might be that a teacher finding herself in uncongenial surroundings, would be expected to remain against her inclinations. Perhaps she would prefer teaching near her home. This in itself is of financial advantage as one may spend the weekends at home, thus saving about ten dollars a month on board.

It might be that she would not wish to be permanently placed on a foreign district, as this would deprive her of the friendship of those of her own nationality.

It is impossible in some neighborhoods to find a good boarding place and a long period spent there would almost force one to leave the profession.

In rural districts the children undoubtedly like a change. In cities they pass from room to room and have this variety.

At present there are too many short-term teachers, but we may go to the other extreme.

Hoping that this question will be discussed further.

I am, yours sincerely,
E. T."

A POINT OF DIFFERENCE

STETTLE INDEPENDENT: There is some opposition to the proposed Rural School Act because many people think they will be taxed to support all schools in the division without regard to the fact that their particular school is in good financial condition and requires only a small tax to keep running. In other words, they think that their tax money will be sent away to bolster up less prosperous schools in the division. . . . But we think that the ratepayers of any particular district will find that they will be paying into the divisional board about the same tax that they are paying for the salary of their teacher.

ALBERTA'S EDUCATION PROBLEM

Undoubtedly there are several very serious aspects to the problem of education in Alberta. Refusing to ignore them, as he might have done, refusing to defend the indefensible, as he might have done, but, with the genius of a skilled administrator the Minister (Hon. Perren Baker) has lifted the question above politics, admitted the existing defects, proposed remedies and asked for public opinion on his proposals.

This public invitation, of course, might be motivated by one of two, or possibly more considerations; it may be a genuine desire for guidance or it may be to give the public their opportunity—a sort of ye-are-now-to-declare-it-or-forever-hold-your-peace. To give the Minister the benefit of the doubt is not only the more courteous but, in this case, the more logical course. But as frequently happens, the public which has been extremely vocal in its criticisms and its condemnations suddenly becomes surprisingly mute when faced with the challenge of offering alternatives and—unless, indeed, the Minister has received a volume of private correspondence on the subject—the reaction to date must have been somewhat disappointing to him.

Whatever then the shortcomings of the system may have been the Minister has not shown any disposition to shirk them. His own admissions are: That there are too many short term schools; that secondary education is not properly provided for and thus the burden of education is unfairly divided; that it is difficult to keep teachers in the rural school and, in some cases, to keep them in the profession at all. As remedies he proposes the election of an authority intermediate between the local school district and the Department of Education. This authority will have among its duties the engaging, disciplining and discharging of teachers while the local district will remain as the basis of organization.

Not all of the provincial press has been silent on the subject, although some of the conclusions reached have been undoubtedly hasty. But the Stettler "Independent" interprets the effects of the proposals thus:

"According to this plan the teacher will be working under a schedule and the salary will increase from year to year to its maximum. Machinery would be provided for both elementary and secondary education. Rural high schools would be placed to the best advantage. Salaries would be promptly met. Fees for non-resident pupils attending town and city schools would be adjusted between the civic boards and

the divisional boards. Efficiency would be promoted in that the inefficient would be eliminated".

The same paper feels that the new scheme will probably cost more than the old as three inspectors will be employed in each division where there was only one before.

The Hanna "Herald" compliments the Minister's plans on having "the merit of becoming more and more concrete," adding that in itself an attempt to evolve a plan in the interests of rural education is a credit to his department. This paper, however, quotes fears that the control of the schools will be removed from the public but compares the Minister's scheme to a new machine "designed to do the job with a greater degree of perfection and with less expense to the taxpayers." It then adds, "If this happy situation can be realized the Minister will have been responsible for moving Alberta up to a place of leadership in the administration of the rural school."

Mr. Baker has only anticipated what will shortly become a general demand for a larger unit of administration in school matters. Satisfactory though the

state of affairs may be in some districts, there is no doubt that in many places school boards recruited from material of questionable value (although the best available) tend to make the lot of the teacher and the pupil far from happy. An effort has been going on in Ontario for some time to have the schools put under the direction of county boards while in British Columbia the suicide of a young teacher as a result of persistent criticism by the board has led to a general demand for the canvass of the possibilities of some other form of administration.

The Minister has shown a commendable disposition to face the difficulty manfully. No doubt a great deal more of it will be heard at the next session of the Legislature out of which some tangible scheme will be evolved. By that time the members will have had an opportunity of collecting from their constituents the opinions and the suggestions for which the Minister has asked and whatever system may be agreed upon will be the result of non-partisan agreement, as such deserving of fair trial through which the faults may be found and abandoned, the weak spots located and reinforced.

—(CALGARY ALBERTAN)

Interesting Sidelights

A NOTABLE INNOVATION INDEED!

THAT this board grant to all teachers on its staff at the end of ten years' service leave of absence for a period equal to the amount of sick leave which they have not used during the said ten or more years, such leave of absence not to exceed one academic year.

"A condition of such leave of absence to be at least 50 per cent. of the said leave of absence shall be employed in a course of study for the purpose of advancing the academic or professional standing of the teacher.

"And that the salary of the teacher during the said leave be 60 per cent. of the salary received at the time of absence is granted."

Supplementary motion at next meeting:

"That this board reserves the right to limit the number of teachers to whom leave of absence will be allowed at any one time; that the proposed course of study shall be satisfactory to the board and the superintendent; that where a teacher applies for leave under this regulation and the leave is not for the full academic year, return to the staff during the year shall be dependent upon there being a vacancy on the staff to which the appointment may be made and that the teacher shall be given the privilege of leave of absence without pay for the balance of the academic year."

I have thought it well to give the exact wording of these two epoch-making resolutions which Mr. W. B. Doyle introduced before the Public School Board of Saskatoon, since no doubt other boards will wish to emulate so progressive a policy. The whole teaching body wishes to congratulate Mr. Doyle, who conceived this splendid plan, and the Saskatoon Public School Board, who adopted it.

As comment thereupon an able editorial in the SASKATOON STAR headed "A Notable Innovation" is very pertinent and is, therefore, reproduced here in toto:

"The Public School Board of Saskatoon has inaugurated an interesting plan for giving teachers a periodic opportunity to take a rest, enlarge their mental horizon and add to their professional qualifications.

By the terms of a resolution the board has passed, a teacher may under certain circumstances have a full year's leave of absence on 60 per cent. salary after ten years of service. At least half the period of leave, it is provided, must be spent in study with a view to advancing the academic or professional standing of the teacher.

"The conditions under which a teacher may earn the maximum of leave—whole academic year—can be briefly indicated. Under the terms of the School Act, any teacher may be absent twenty teaching days annually on sick leave without loss of salary. The School Board's plan provides that after ten years of work a teacher may be absent for a period equal to the amount of permissible sick leave not taken. In other words, one who has taught during ten sessions without missing a day will be entitled to 200 days' leave, practically an academic year—on 60 per cent. salary, as above stated. One who has missed 50 days will be entitled to 150 days and so on. As matters stand now, the teacher who is constantly on the job has no material advantage over the teacher who annually takes the maximum sick leave. They are paid equal amounts for the year's work, assuming they have the same academic status and years of service. The School Board's plan will rectify this unfairness.

"More important than that, the working of the scheme should tend to improve the quality of teaching in Saskatoon Public Schools. It will reward those who make teaching a life-work with an occasional opportunity to refresh their minds and enlarge their knowledge. It will encourage others to stay in the profession and thus promote permanence and stability in the teaching ranks. The extra cost to the taxpayers involved in carrying out the plan has not been calculated exactly, but it is believed this will not be substantial.

"The Saskatoon Public School Board is thought to be the first in Canada to inaugurate any such scheme as above outlined. No doubt this city's experiment will attract interest and attention elsewhere."

—FROM THE SASKATCHEWAN TEACHER.

N.B.—The above article has been published on request—Editor.

A TRUER TEST

It was a wise decision which was communicated to the Public School Board recently in the report of Dr. A. M. Scott, the superintendent, which reported among other things that examinations for promotion will be abolished next year from Grades I to VII. It was a courageous decision, too, to break away from an established practice but, quite apart from the joy which it will bring to the pupils, it will no doubt be beneficial in many other ways.

Instead of examination, the new basis for promotion in the grades mentioned is to be the pupil's record for the year, the teacher's estimate of the pupil's aptitude and the pupil's own attitude toward his studies. Examinations at best are arbitrary things as every schoolboy knows and every doctor, lawyer, engineer and every professional man and woman can painfully recall. They are not always an indication of the pupil's aptitude or inaptitude. Temperament, nerves, the physical or mental condition of the moment or even sheer luck may enter into a pupil's success or failure at an examination. Every teacher can remember the day his most promising pupil failed to pass on examination or the supposed "dud" managed to scrape through.

Unquestionably, the teacher knows more about his pupils' ability than any examination, written or oral, will ever disclose and his report on the year's work, provided it is accurate and free from any suspicion of "playing favorites," a possibility immeasurably remote, will be a much more reliable guide as to whether a pupil is fit for promotion.

Furthermore, the system will make for more conscientious effort on the part of the pupil when he realizes that his application to work throughout the year and not merely the amount of knowledge he can cram in the last few pre-examination weeks and transmit to paper as required is to be the standard by which hereafter he is to be judged.

It is still, of course, made clear that tests of knowledge will be made from time to time throughout the school year but these are to be of secondary importance to the teacher's report and will, it appears, be without that uncompromising finality the consciousness of which often makes pupils mute and dull of wit at the critical moment.—

(CALGARY ALBERTAN.)

THE SCHOOL QUESTION

RED DEER ADVOCATE: The exceeding importance of the school training—it is only secondary to home training—makes a large demand on the time and energies of the boys and girls, and on the interest of the parents. The school taxes may be a heavy drain on the average property-owner, but they certainly promise broad training which cannot well be obtained in any other organization, and which must constantly increase with modern-day demands.

Cui Bona?

Dear Editor:

What's the matter? The Edmonton Ministerial Association has secured from the Edmonton School Board authorization requiring teachers to read certain selections from the Bible to the pupils. "The pupils need it," granted most certainly, but if the teachers read it as the ministers usually do to their congregations, the pupils may naturally be expected to know as

much (little) as the members of the congregations now do from their Sunday listening. We attend a lecture or "Readings," whether they are conversation or monologue, and we know what is read. We go to church and we hear—perhaps—"Our lesson is. . . ." or "Here beginneth. . . . z z z z endeth the lesson," and that is all.

Now if a teacher talks to his or her class as preachers preach, or read over the heads or to the feet of their congregations, neither to their intelligence nor their hearts, our pupils would make little if any progress. So do the congregations.

The teachers have a prescribed series of text-books on various subjects, involving very diverse and unconnected material, yet must the teacher not only know all these matters, but also have the sense of responsibility and confidence of ability to get these incongruous matters of all sorts into the mental grip of the pupils. If they don't, they are failures, and everybody hears and talks "time for a change."

The preachers, too, have a text-book, one, a rather big one, we acknowledge, dealing with many topics which are, if understood, uniformly related and focused on one definite goal. Teachers have one year in training for their work; preachers have three or four and should be equipped with the what, wherefore and how.

But their very appeal to the trustees of the public schools is apparently an open confession of failure. Instead of finding and remedying the cause of failure, which must lie in their own field, they pass the job, an entirely extraneous one, over into the already full programme of the public school teacher. There it must be just as perfunctory an exercise, no comment, no explanation, as it is in the churches.

Now I know, sir, it is not the usual thing for the few to talk back, it's not a very nice thing to do in any matter except of great importance. The shoemaker may criticize even Pheidias on his carving of a sandal and possibly pardon will be extended if I venture "*ultra crepidam*," where angels do not.

And so I express my experience with sermons in the southern, central and somewhat northern centres of Alberta, and less than ten per cent. show any real knowledge of the Bible. Historico, philosophico, moralito, politico, scientifico essays are in abundance. They display splendid mentality, trained ability in the circumspection of a point, the thorough introspection of logic and well timed application of emotion, but a usual absence of God and Jesus.

In just the same way, I think, sir, that the shoe must be put on the other foot. The A.T.A. have shown excellent appreciation of the needs of the Province in initiating the Alberta School Week. People need the awakening to the values, duties and privileges of schools, and the attempt to get it going is commendable. But why shove this over into the pulpit, either on the preacher's shoulders or ask him to vacate for the service? And why on Sunday? What is that day for? If the Bible is our basic authority for the day, it should also show us the standard for the day and this standard does not suit a "School Week" program, and does not allow the crowding of the religious into nowhere.

PUER RUSTICUS

Not What Teacher Meant

An English lesson was being given in a foreign school, and the mistress asked if any pupil could make up a sentence containing the words "defence," "defeat" and "detail."

The sentence she got was as follows: "Ven a cat jumps over defence, defeat goes over in front of detail!"

SURLY SCHOOL BOARD IN B.C. IS DISMISSED

Prompt Action Taken Following Suicide of Discouraged Girl Teacher

The Nixon Creek school board has been dismissed on orders of Hon. Joshua Hinchliffe, minister of education, following the death of Mabel Estelle Jones, 20, found by a coroner's jury to have taken her own life in a fit of depression resulting from "unjustifiable, unfeeling and underhand criticism" of her work on the part of two members of the school board.

A. C. Stewart, school inspector, has been appointed sole trustee of the district.

Miss Jones was found dead in her house at Camp Six of the Cowichan Lake Logging company last Wednesday, a gunshot wound in her head.

The local council of women of Victoria have arranged to send a delegation to wait upon the minister of education to urge that steps be taken by the department to protect young teachers in isolated districts.

Speakers at a meeting of the local council pictured the girl's unhappiness, alone, without friends, subjected to criticism, and trying to keep discipline in her little classroom and teach her handful of children.

Jury Censures School Board Over Island Teacher's Death and Urges They be Removed

Victoria, Nov. 17.—(CP)—Death through a self-inflicted gunshot wound while temporarily insane, a condition brought about by "unjustifiable, unfeeling and underhand criticism," on the part of members of the school board, was the verdict brought in by the coroner's jury, sitting at the inquest held in Duncan, Friday, into the death of Miss Mabel Estelle Jones, 20-year-old school teacher, who was found dead in her house at Camp 6 of the Cowichan Lake Logging Company last Wednesday morning.

The jury added the following rider:

"We are of the opinion that the School Act should be amended in such a manner as to place the affairs of the school board in small isolated assisted school districts in the hands of competent trustees not necessarily elected, thus freeing the teacher from the gossip of irresponsible and petty citizens."

EDITOR'S NOTE—The following letter will show that Alberta is "in the same boat":

"November 17th, 1928.

Mr. J. W. Barnett,
Sec.-Treas., Teachers' Alliance,
Edmonton.

Dear Mr. Barnett:

Life is as thrilling as usual. On October 5th some one smeared filth from the toilet all over my books and desk.

On October 26th some one burned the teacher's residence, a total loss of about \$700.

On November 9th some one poured coal oil in the secretary's well which destroyed its usefulness.

I can't just figure whether it is religious animosity or a Galician attempt to "capture" the country. I am rather inclined to the former.

The Official Trustee, Inspector Le Blanc, gave me a thirty day notice, so I shall be seeking more congenial surroundings in January.

The police can't or won't do anything. I reported it to the Deputy Minister, who is sympathetic. This is merely to let you know that we still need the Alliance.

Sincerely yours,
Teacher."

U.B.C. STUDENT BODY OPPOSED TO C.O.T.C. IN VARSITY

Vancouver, B.C., November 28—The student body of the University have today for the third time, at least since the War, turned down the organization of a C.O.T.C. in their midst. It is believed that the U.B.C. is the only university in Canada which is not burdened with a C.O.T.C. The thing has gone a little differently this year, however, as the Senate of the University has decided already on its organization without consulting student opinion. The students passed a resolution that they were opposed to the formation of a Canadian Officer's Training Corps in the University and, furthermore, petitioning the Senate that its organization be discontinued.

THE NEW SCHOOL SCHEME

Mr. Baker evidently wants to put the rural school on a business basis similar to any other co-operative business such as the banking system. Taking the banking system as an example, would it be better for the head office of the system to select managers for each branch or would it be better for two or three shareholders at each branch to select the manager?

—Settler Independent.

That eleven-year Chicago boy who was regarded as subnormal until he was allowed to play with paints, and now is regarded as almost a genius, is just another argument in favor of "vocational guidance" in the schools.

—Edmonton Journal.

CULTIVATING TASTE

This, for the teacher, amounts to a "gospel of hard work." We cannot *compel* love of the beautiful; if we try to enforce our canons of "good taste," we shall manufacture either rebels or hypocrites. Nor is a mere sentimental enthusiasm enough. We must not expect all our pupils to have our relish for Futuristic art or *vers libre*. For our comfort, let us remember that even the love of "penny dreadfuls" is often the first sign of an increasing love of reading and a widening vocabulary. In time *Deadwood Dick* may lead to *Punch* (what would the editor of *Punch* say?). Percy F. Westerman to Thomas Hardy. In bridging the gap we have to train young minds, not merely to respond to emotional appeals, but to *understand* messages of enduring worth. This is another argument against those who contend that the heart and soul can be educated apart from the mind.

—Art and Intellect, L. T. DAW, M.A.

Gems from a Grade VII. Paper in History

ALFRED THE GREAT

Alfred the Great was called the Darling of England. Once he was in great trouble with the Danes. They always bothered England. Alfred promised a sum of money so they would keep away. After they had spent the money they came with big ships and landed on the shores of England. Alfred dressed as a minister and went to the ship to play for the Danes on the harp. He played for them until they were all asleep. Alfred went out quietly and gathered a few soldiers and captured the Danes.

KING ARTHUR

King Arthur was a king from a small boy. He had no father nor mother. He was found by the wise man, Merlin, by the seaside.

THE BRITONS

The Britons helped every foe to fight against the Romans.

The A.T.A. Magazine

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Published on the First of Each Month.



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No. 5

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JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

CONTENTS

GREETINGS FROM OUR PRESIDENTS.....	1
RANDOM NOTES—W. T. R.....	3
SILENT READING TESTS—R. J. SCOTT.....	5
ON THE FOREMOST QUESTION.....	8
INTERESTING SIDELIGHTS.....	13
EDITORIAL.....	16
TEACHERS AGAIN TO THE FORE.....	18
OBITUARY.....	19
CLIPPINGS AND REPORTS—Alberta School Week.....	20
TEACHERS' HELPS DEPARTMENT.....	23
S.E. ALBERTA CONVENTION.....	31
LOCAL NEWS.....	32

Editorial

A.T.A. TRAVEL BUREAU

WE beg to inform our members that provision has been made to link up with the Travel Bureau of the National Union of Teachers of England and Wales, for the purpose of making special arrangements to assist teachers from Alberta who are travelling to the Old Land and to the Geneva Conference of the World Federation of Education Associations to be held at the end of July, 1929. An attractive programme of tours has been prepared and is now in the hands of the printers, ready for distribution. The prices, depending upon the type of hotels desired, have been arranged at from \$10.00 to \$12.50 per day. Owing to the fact that this Department does not aim to make commercial profit, the whole proceeds will be devoted to giving service to the members of the groups—the only charge **being for administration and running costs**. We would like to point out the very great advantage of travelling under the auspices of a large and influential body which is directly interested in the conference and those travelling to Europe. We claim that we are in a better position to give low rates and more efficient service than the big tourist organizations as we have very low overhead costs, and we can give educational and entertainment advantages which those organizations cannot possibly do. **All proceeds other than administration and running costs will be returned to the teachers who travel under our auspices.** A cordial welcome will be given by the National Union of Teachers to all their colleagues from overseas who may undertake the long journey to Europe and all that is possible will be done to add to the educational value and pleasure of the trip.

Those teachers and their friends who purpose to visit Europe next summer should communicate with the General Secretary of the A.T.A, Imperial Bank Building, Edmonton.

VICARS OF BRAY?

THE report of the investigations of the Federal Trade Commission of the activities of the Power Interests of the United States revealed a most ominous situation. It shewed that a nation-wide organization was spending unlimited sums of money to develop propaganda by a variety of efforts amongst all pupils above the eighth grade in schools and colleges. Its activities included:

(1) The hiring of college professors to make "impartial" reports adverse to public ownership.

(2) Subsidizing of writers of textbooks favorable to privately owned public utilities as against public ownership.

(3) Inducing school authorities, local and state, to co-operate in the distribution of literature favorable to their own particular interests.

(4) Hiring of influential educators to give "educational" addresses before teachers' conventions, normal schools, etc.

(5) Establishment of bureaus of research in universities to study utilities' problems to train

research workers and to teach the future college teachers.

(6) Paying of expenses of college professors to attend conferences for the purpose of formulating courses of study for utilities under the fostering care of a college professor on leave of absence from his university and in the pay of the utilities' interests.

(7) The retaining of college professors for the purpose of consultation.

A managing director of one large corporation said in 1923: "I would advise any manager who lives in a community where there is a college to get the professor of economics interested in your problems. Have him lecture on your subject to his classes. Once in a while it will pay you to take such men. . . . and give them a retainer of \$100 or \$200 a year for the privilege of letting you study and consult with them, for how in heaven's name can we do anything in the schools of the country with the young people growing up, if we have not first sold the idea of education to the college professors."

(8) Making investigations of textbooks to see which ones are safe, and using influence to put out and keep out of the schools those which do not favor the point of view of the private utilities, and to put in favorable texts.

(9) Correcting the "blunders" of the ignorant educators who, of course, know nothing of the practical business of running utilities and therefore put errors into their textbooks—"Go back to the authors and let them make some more money by getting them to remove the 'mistakes' that were in their textbooks."

(10) Setting up committees of research through state colleges of agriculture to work out plans for the rural extension of electric power.

(11) Offering to finance textbooks on utility subjects.

* * * *

IT may be suggested that this condition of things concerns only the United States and the United States' educational systems, and that such nefarious practices in vogue as that of monied interests concealing themselves behind great educational institutions, secretly and surreptitiously, to mould public opinion by paid agents in the schools and colleges, is not prevalent here in Canada. Probably not—at any rate we hope it is not so. On the other hand, there are those who maintain with conviction that the whole trend of our Canadian systems of education from the primary grade in public schools to the post-graduate courses of the universities are impregnated with teachings of a similar brand—capitalism, anti-laborism, anti-democracy, class-delimitation, war-glorification, anti-pacifism, jingoism, ultra-nationalism and a host of other *isms* etc., nauseating to the palate of the socialist, and of the so-called democrat of mild philosophical bent.

* * * *

NEITHER conceding nor denying these contentions, and just for the sake of argument, let us assume that the case be proven, that teachers, textbooks, courses of study and the whole educational atmosphere be so tainted,—that it be wrong, a thousand times wrong—is it a correct assumption to make that the dishing-up to students of a diet provided and flavored by other schools of political or economic thought is necessarily

light? Of course it would be right if: "An eye for an eye, a tooth for a tooth;" or "What's sauce for the goose is sauce for the gander;" or "To the victors go the spoils;" or "The end justifies the means," are sound principles upon which to base educational systems, or correct ethical teachings for our twentieth century civilization. Surely it is a fallacy to reason that if one thing is wrong, the next and most obvious alternative must necessarily be right. It would appear just as reasonable to infer that if one tailor makes a poor fitting garment, another garment by another tailor must be perfect in style and fit. And the strangest part of the whole business is that those who so strongly advocate freedom—freedom of speech, freedom of press, freedom of thought, etc.—are prone to become snared in these very pitfalls. Those who would not for one moment tolerate sectarianism being taught in public schools and state universities do not seem to recognize the incongruity of advocating the conversion of the public to new ways of thinking by conducting propaganda directly and indirectly amongst students in our schools. They realize not, apparently, that freedom of thought, of speech, etc. are misnomers unless the mind when young has been preserved from the strife of tongues until it has learned to think and to discriminate. Is it possible for a mind warped and biased by political, economic or class prejudice to exercise freedom of thought or speech in the broadest, noblest sense? That is the real question.

* * * *

IF we mistake not, the most virulent opposition is manifested towards Russia and communism by reason of their established policy to insist upon intensive methods of propagandizing—boring from within. But is it not "boring from within" in its complete sense to make use of a school system and its pupils to develop a particular brand of political or economic thought? Here are a couple of recent examples of what, in our opinion, are outstanding illustrations of the point in question: (1) In January, 1927, a report adopted by the U.F.W.A. recommended the establishment of Junior U.F.A. locals in the schools; (2) In November, 1928, the Calgary convention of the Alberta section of the Canadian Labor Party adopted the following amendment to the constitution in that section dealing with aims and objects: "To organize the educational institutions so that the function of education will be to develop the idea of co-operation in the minds of the working class and so prepare them for social ownership of the economic forces of society and the realization of the co-operative commonwealth." A resolution was also passed advocating the introduction of such textbooks into the Alberta schools as would implement this aim.

* * * *

WITH us there is no question of attacking these aims or the motives, convictions or policies of the organizations referred to above—our policy is education only. Every industry, every organized group has an unquestioned right to present its

case before the bar of public opinion; every such group has, in our opinion, an equally unquestioned right to object strongly to using the schools for the purpose of developing creeds, or schools of thought, or economic propaganda to which the adherents of such group can not subscribe. If education is to be worth anything at all educators must stand unitedly against efforts to debauch it. If these efforts succeed and the educator is not free we will all be in the gloriously contemptible position of the Vicar of Bray.

"Whatsoever King shall reign,
I'll still be the Vicar of Bray, Sir!"

* * * *

UNDER present day tenure conditions and with certain influences prevailing in educational affairs in certain countries, communities and school districts, matters are sufficiently humiliating and insulting to a profession without the introduction of other factors to ensure their becoming more so. In certain respects,

in many places teachers already are no more free—"to investigate in every possible direction and bring to our charges the fruit of all our work, after looking with our own eyes and reasoning within ourselves without fear"—than was the jovial and frank original of the rollicking song.

"This is one thing of vital importance—that each teacher may live his and her life and do his and her work. The teacher has a sacred right to be herself—her greatest and best pedagogic self; and neither friend nor circumstance must interfere."—*Journal of Education*

"Let us free our institutions of learning," says Ingersoll, "Let us dedicate them to the science of eternal truth. Let us tell every teacher to ascertain all the facts he can—to give us light, to follow nature where she leads; to be infinitely true to himself and us; to feel that he is without chain except obligation to be honest."

Teachers Again to the Fore



EDITH PATTERSON
Re-elected Alderman, City of Calgary, Alta.



M. J. COLDWELL
Secretary of C.T.F., re-elected Alderman, City of Regina, Sask.,
Heading the Poll.



C. L. GIBBS, M.L.A.
Alderman, City of Edmonton, Alta.
Re-elected. Heading the Poll

ALBERTA SCHOOL WEEK

ALBERTA School Week has come and gone, but if we are to judge by the reports, it has blazed a trail—a trail of curiosity, interest and enthusiasm, full of promise for the future that some time it may lead the welfare of education to the hearts and minds of the public. Generally, throughout the Province it was a very successful undertaking. We were agreeably surprised at the ready co-operation of the Press and Service Clubs, Churches, etc. In Edmonton, practically every pulpit

in the city was available for teacher-speakers who impressed the congregations with their delivery. It was similarly successful in the other centres. Gyro Clubs, Kiwanis Clubs, Kinsmen Clubs, Women's Institutes, Canadian Clubs, Boards of Trade, Rotary Clubs, Optimists' Clubs, Chambers of Commerce, Daughters of the Empire, Labor Organizations, U.F.A. and U.F.W.A., Parent-Teachers' Associations, Trustees' Associations and all other Provincial and local bodies, throughout the whole Province, devoted time and energy to this work, being addressed at some meeting upon Educational Topics, either by a teacher or member of their association. The enthusiasm and ready co-operation were even more spontaneous than had been hoped for. The public are interested in Education. They are groping for information, for guidance, for suggestions. They have welcomed Alberta School Week as a long-felt need and stamped their approval upon it. We are inclined to feel that even teachers themselves fail to fully realize the germinative power behind this movement—its ultimate success through the years to come, the gradual piling of stone upon stone which will set the teaching profession on a solid foundation. Salaries, tenure questions and other grievances in a large measure will cease to exist when the public fully appreciate the work which the teachers are doing.

Typical reports from various centres in regard to the Alberta School Week work in their district appear elsewhere in this issue and indicate that the effort was widespread rather than confined to a few large centres.

Obituary

FRED L. AYLESWORTH

Following a brief illness the result of a severe attack of pneumonia, Inspector Aylesworth passed away at his home in Oyen on the morning of November 13th last.

Fred L. Aylesworth was born at Odessa, Ontario, July 11th, 1870. His early education was received in the public school of his native village, while his high school course was pursued at the "Kingston Grammar School." Subsequently he attended the Ottawa Normal School, and later graduated in Arts from Queens University, Kingston.

Mr. Aylesworth taught successfully for twelve years in Ontario, during which time he held important positions, first as the Vice-Principal of the Gananoque Model School and later as Principal of Frontenac Public School, Kingston, in which latter capacity he served for five years, resigning in 1907 to accept the Principalship of the Innisfail Schools.

The high quality of Mr. Aylesworth's work as a teacher and school principal at Innisfail, brought about his appointment to the school inspection staff of Alberta, and he was in March, 1910, assigned to the Olds division where he remained in charge until 1921, when he was transferred to the Hardisty Inspectorate. The reduction in the inspection staff, which occurred in 1923, necessitated further adjustments, and Mr. Aylesworth was assigned to the Oyen Inspectorate where he served until the time of his death, on November 13th, 1928.

Mr. Aylesworth was for over thirty years actively engaged in educational work, in which he was profoundly interested. He was exceptionally well versed in the theory and practice of the technique of teaching, and thoroughly understood the management and routine of school business.

Mr. Aylesworth was guided by high ideals and the keenest sense of responsibility. He was an attractive and interesting personality, a thorough gentleman at all times,—genial, affable, and possessing a very fine sense of humor. His passing constitutes a loss to the system, the Department of Education, associates in inspection work, and to his many friends engaged in the teaching profession.

Obituary

B. W. L. KINGSBURY

Members of the A.T.A. regret deeply the sudden death of Byron Wilfred Lyl (Barney) Kingsbury, which took place on December 27th at the home of his parents in Edmonton. The deceased, who originally came from Manitoulin Island, Ontario, passed through King Edward Public School and Strathcona High School, Edmonton, and received his Normal training at Camrose Normal School in 1923-24; he served as teacher at Elk Point, Smoky Lake and Evansburg, being engaged as teacher at Spring Coulee during the December term 1928.

"Barney," who was but 24 years of age at the time of his death, was always interested in Boys' Work and organized several groups in communities where he taught. Those who knew him have lost a real friend. He was buried at the Edmonton Cemetery, and his father, mother and two sisters, Gladys and Beryl are left to mourn his passing.

Clippings and Reports—Alberta School Week

DOES JOHNNY LOVE SCHOOL?

If the parents of Alberta do not know a great deal more about what is happening to their children during the hours they spend at school than they did last Monday morning, it will not be the fault of the teachers. "School Week" ends today, Dec 8th. It has seen the first definite attempt on the part of the teachers to explain the problems, the difficulties and the triumphs of the school.

Edmonton has heard several talks by teachers during the past week, over the radio and at service club meetings. Several such talks were made to business men, among them one by Dr. Alexander of the University and another by Percy Page of the Commercial High School. Both stressed weaknesses of our present high school system.

Reduced to essentials, this thought is left with the parents of children about to enter high school or already there. Does Bill know where he is heading for? Does Mary have any idea of what she wants to do?

The working out of the present Alberta school curricula has led to this result. More and more pupils are getting through the public schools at ten, eleven and twelve years of age. They are shoved through high school in three or four years. They are still too young to stop school, for the law fixes 16 as the school age, and they are too young to be admitted to university.

Expansion of the high school system in Edmonton to include academic, commercial, and technical work in what might be known as a composite high school, is one solution offered. Even this would not correct present ills if parents were not educated up to an understanding of the courses of study available and the inclinations of their children.

It would work out something like this. Johnny takes his first year at high school. He gets a taste of everything—purely academic studies, commercial work, various courses in technical lines such as agriculture, engineering, domestic science, commercial art and so on. What does he like best? In what does he excel? Both parent and teacher must join forces with the pupil in arriving at the right answer, but it is worth the trouble, for Johnny's whole success and joy in his life work are at stake.

Then the rest of the high school course must be built around the selected line. If Johnny is so clever he finishes his course before he is old enough to go on to university, then he should be able to spend an extra year in this composite high school in special work.

This cannot be done now. For one thing, the provincial curricula demands that high school students pass in 21 different "units" or subjects during the three year term. That means the teacher is more concerned with getting his pupils through than he is with their future life work—he simply has to be. Again, the city's high schools are overcrowded right now, and such a system as that suggested would mean a big increase in the number of classrooms and teachers. And again, it would mean a tremendous overhauling and bringing up to date of equipment in the commercial and technical schools, not to mention the planning and erection of a modern technical school building.

All this would mean a lot of money—but misfits in life cost any community dearly. And such a system would go far toward seeing that a square peg got into a square hole, and a round into a round.

School week will have achieved greatly if it starts the people thinking about the children and what is being done with them in the schools.

—(Edmonton Journal.)

DRUMHELLER

The officers of the Drumheller Local elected at the November meeting were: President, Mrs. Jakey; Vice-President, Miss Kernick; Secretary, Miss Ilsley.

The new executive began the activities of Publicity Week by having a delightful banquet in the Luncheon Room of White House at noon on Saturday, December 1st. Besides members of the Drumheller staff there were present teachers from Rosedale, Monarch, Craigton, Cotter and Livingstone. No doubt the snow storm, our first one of the season, prevented many others from joining us. The dinner was enlivened by the Merry Makers Orchestra; short speeches from Messrs. Heywood, King and Jones; also by songs from the assembled guests. The executive is to be congratulated upon the success of their effort.

During the week following the Rotary Club was addressed by Mr. Heywood upon "The Value of Education." The Women's Institute by Mrs. Legate and Miss Kernick on "The High School of Today," and "The School's Duty to the Individual." The Board of Trade by Mr. Smith on "Educational Problems." The I.O.D.E. by Miss McVeigh, "The Why of Education." The Kinsmen's Club by Mr. King on "The Real Purpose of Education." The Catholic Women's League by Miss O'Neill upon same topic.

EDUCATIONAL WEEK

ANOTHER WEEK: but this week, which is devoted to a worthy cause, is exceptional, in-so-far-as there is no expenditure attached to the campaign under way. The Alberta Teachers' Alliance have declared this to be Educational Week throughout the Province and for the purpose of interesting parents and others in the many problems which confront educationalists, many lectures have been arranged at which members of the teaching fraternity will present their views.

In Drumheller, eight lectures are being given. Unfortunately, only a small proportion of the populace will hear them; nevertheless, if even a small section of the community can be aroused from their apathy and made to take an active interest in educational problems, the local teaching staff will have accomplished something worth-while.—(DRUMHELLER MAIL.)

EDSON LOCAL

In accordance with the efforts of other locals of the A.T.A. the Edson Local made some endeavor to assist in giving Alberta School Week its proper position of importance on the Alberta Calendar.

There were no teacher-speakers in Edson's churches but at least four of the pastors co-operated by making December 2nd Alberta School Sunday.

On Wednesday, December 5th, in the Memorial Hall, was held a public meeting sponsored by the Local. Rev. Mr. Dickerson of the Baptist Church spoke strongly on the Ideals of Education. Miss B. Shove,

French teacher on the Edson staff, forcefully defended the teaching of modern languages as units in the High School Course of Studies. Mr. J. Thomson, Chairman of the School Board, briefly but clearly drew attention to the advancement Edson is going to need to make in school accommodation and equipment if it is to keep up with the times and the requirements of a growing town.

Mr. C. Pattinson, M.L.A. for Edson, briefly covered the proposed alterations in the School Act, showing the positive necessity for such. Following Mr. Pattinson's address the meeting was thrown open for discussion in an effort to obtain the opinion of the people of Edson as to what the new Act should embody. Several speakers from the large audience took the floor and contributed to the very successful conclusion of the meeting. President Roy A. Peterson occupied the chair.

As an additional activity for the week the Local entertained the members of the Edson School Board, with their wives, at cards at the home of Mr. and Mrs. C. D. Denney, on Friday evening, December 7th.

ENTHUSIASTIC EDUCATIONAL MEETING

The first Alberta Educational Week instituted this year by the Alberta Teachers' Alliance, was marked by a most interesting and enthusiastic meeting in the Memorial Hall, December 5th, held under the auspices of the local branch of the above association. The programme consisted of a Folk Dance by pupils of Grade I Sr. and Grade II Jr., Piano Trio, Margaret Low, Edith Fowler and Mary Jellis. Song by Grade VI, "Lady of the Snows." Minuet by the Ciciarelli children. Piano Solo, David Low, and also by Miss Hillaby.

The pupils of Mrs. Frank King and Mrs. F. C. Brown, who were successful in the A.T.C.M. examinations, held in Edson in June, were presented during the evening. Rev. H. W. Dickerson gave an inspiring address on the topic "The Real Purpose of Education." Mr. Chris. Pattinson, M.L.A., discussed the proposed changes to the Alberta School Act and some discussion followed. J. Thomson, chairman of the Edson School Board, spoke on the Edson School Problem, and Miss B. Shove gave a paper on the "Place of Modern Languages on the High School Course."

—(EDSON-JASPER SIGNAL.)

MEDICINE HAT

Following is a report on the work of "Education Week" in the City of Medicine Hat. The different departments of the work were well organized in good time for the week of December 2nd. The public was prepared for the later developments by a vigorous and striking "Foreword" prepared by Mr. J. T. Cuyler, explaining the Aim of the Annual Educational Week. This was published in the News on Saturday, December 1st.

The following is a brief summary of the work done with the names of those taking part.

The Committee

The Committee was made up of two members from the Public School Local and two from the High School as follows.

Public School. Mrs. A. M. White, Geographical Representative for S.E. Alberta; Miss G. Smith.

High School: Miss J. Kee, Mr. J. McGuire.

The work was divided among the various members of the committee. Mrs. White deserves great credit for her efforts in the general work of supervision and the arrangements for the publication of articles during the Week.

Publication of Articles

Thanks are due to Mr. A. J. N. Terrill for his kindness in giving space in the MEDICINE HAT NEWS to an article

each day of the Week in a special setting. The approach of civic elections placed the available space in the News at a premium and most of the articles published took more space than Mr. Terrill had originally allowed us, but the articles were all published in their original form.

The following are the articles published:

Foreword—Educational Week—Mr. J. T. Cuyler, Medicine Hat High School.

Volkschhochschulen—By Miss M. Fowler, M.A., Vice-Principal, Medicine Hat High School.

The Real Purpose of Education—by Mr. I. Gislason, B.A., Instructor in History, Medicine Hat H.S.

Opportunity in Ungraded Schools—by Mr. F. S. Carr, B.A., Inspector of Schools.

The Value of Art Instruction—by Mrs. I. Terry, Art Supervisor in the Medicine Hat Public Schools.

The Why of Education—by A. E. Ottewell, Registrar, University of Alberta.

The Committee was much pleased with above articles and wishes to thank the authors for their work and co-operation in preparing them. We feel that the several problems dealt with were ably presented to the public.

Service Clubs

An effort was made to have Educational Subjects presented at both the Rotary and Kiwanis Clubs but the Kiwanis Club was unable to co-operate with us because of the fact that their Annual Meeting came on the regular meeting day in Educational Week.

The Rotary Club, however, joined with us and arranged for an address by Mr. D. M. Sullivan, M.A., Principal Medicine Hat High School, on "The Progress of Education."

Sunday Services

The Committee with the assistance of Mr. W. R. Baker arranged with the Ministerial Association for an address on an educational topic on Sunday, December 2nd, to be delivered by a teacher or by the minister of the church. The names of those who co-operated with us are given below. The announcements of Sunday services appeared in the News, Saturday, December 1st.

Rev. R. McGowan, Memorial United Church, "The Aim and End of Education."

Rev. E. T. Scragg, Fifth Avenue United Church; Short address on "Aims of A.T.A."—Miss M. Fowler, M.A. "Sermon Ideals in Education," Rev. E. T. Scragg.

Rev. M. S. Blackburn, St. John's Presbyterian Church, "Do We Mean Business?"

Rev. W. L. McKay, First Baptist Church, "True Culture."

Rev. A. Willis Cann, Westminster United Church, "The New Viewpoint in Education."

Rev. N. S. Dixon, Holy Trinity Church.

Rev. Canon Western, St. Barnabas Church.

Rev. J. W. Morrow.

Capt. Hammond, Salvation Army.

The Committee is very appreciative of the vigorous way in which the members of the Ministerial Association co-operated to make Educational Week a success.

It is felt that the work of Educational Week here has achieved some measure of success but many believe that the results, in stimulating the public to interest and reflection upon educational affairs, would be greater if the week came at a time when there are not so many interests competing for attention as there are so late in the year as November and December.

GIVING THE TEACHER A HAND

It is a praiseworthy characteristic of the profession of education that the school teacher evinces no desire to keep the workings of his craft a secret. His (and her) cards are on the table and he (or she) is constantly inviting you to come and see for yourself how the young idea is taught to shoot. It is a little like the sign, "The Public Is Welcome to Inspect Our Factory." Only the teacher goes a little better than even that. He (or she) not only invites the public, particularly parents, to inspect the factory but to learn the whole trade.

School teachers have not banded themselves together in any organization to keep the secrets of their profession from leaking out. They have not turned on the parent (who is their client) in any keep-your-hands-off-this-is-our-job attitude, but have recognized to an ever-increasing degree that the few hours spent in the school-room are only part of the responsibility which the teacher undertakes to share with the parent. To this end parent-teacher associations have been organized and every public and semi-public organization in the country is constantly invited to consider educational problems in all their phases—the administrative, the financial, the theoretical, the practical, education as a business, as an art, as a science.

It was such a spirit that motivated the institution of Alberta School Week which commences tomorrow and in which have been asked to co-operate the church, parent-teachers' associations, women's organizations, school boards, local and provincial departments of education, political organizations both party and non-party, the "service" clubs, boards of trade, chambers of commerce—could the appeal have been more widely broadcast?

On the part of the public, too, there is manifest a growing realization that the education of the child is a task in which the teacher needs support and co-operation, primarily from parents, but it is a responsibility in which every public spirited citizen must be prepared to share. While this week has been set aside to impress the need for helping the teacher upon those who have not yet realized it fully, it is obviously not the intention that this co-operative effort should cease when the schools close for another week next Friday. Dad will hear a little more than usual about education this week around the club and the lodge and the trade union meeting. Mother will learn a little more of the teacher's trials at the chapter meeting and the guild. If they take the lessons of the week to heart it will make the complex ways of education easier for the teacher, the parent and—this is not the least important—the little Willies and Maries whose path is more beset by thorns than any of them. —CALGARY ALBERTAN (Dec. 1st issue)

DELIA SCHOOL WEEK OF GREAT INTEREST

ALBERTA school week is over, but the splendid educational programme carried out so successfully over the entire week will long be remembered in Delia.

Two weeks beforehand Mr. Springbett, principal of the school, collected fifty dollars in prize money from the business men and others interested, and arranged a series of competitions covering the work of the different grades from primary to Grade XI. He then called together a committee composed of representatives from the different organizations of the town along with the better school committee of the Women's Institute. With their co-operation the following programme for school week was carried out.

On Sunday at the United Church Sunday School Mr. Springbett addressed the children, giving an im-

pressive picture of the value of education which he compared to a bridge over the turbulent stream of life. At the evening service Mr. Steele, the pastor, delivered a fine address on "The Church and Education."

Monday and Tuesday were visiting afternoons at the school, after which parents and teachers gathered at the church for an hour's discussion. Two papers sent out by the Alberta Teachers' Alliance were read, one on the high school curriculum and the other "Learning vs. Teaching," being a comparison of the assignment and class methods of teaching. A discussion followed.

Wednesday evening an educational picture was enjoyed by children and parents.

Thursday afternoon the children were given a holiday from their regular lessons, and all took part in the big parade. Prizes had been offered for the unit with the best educational display. Every unit entered was so good that the judges had difficulty in deciding the best, but finally divided the first prize between Surprise school and Delia high school room and gave second prize to Miss Smith's room.

Friday night was the big children's night, when the Olympic Theatre was packed to the doors to hear the programme prepared by the different rooms of the school. This consisted of chorus by high school room; recitation, "The Cattle Thief," by Miss Patsy Burke; songs and recitations by the primary room; tests in reading and spelling, Grades IV and V. An original skit, "The Skating Rink; Past and Future?" by high school; and the intermediate scholars portrayed "Columbus Discovers America."

These items were interspersed by short educational addresses by Dr. Macdonald, Mr. Graburn and Dr. Netherton.

The proceeds of the concert and the dance that followed went towards the skating rink fund, and a tag day on Saturday also helped to augment this fund.

Prize Winners

At the close of the concert Friday night the following prizes were awarded:

Mat weaving: 1, Murray Mittlestead, Newport school; 2, Norman King, Errowana school. Writing, Grade II: 1, Louise Wilson, Delia school; 2, Christina Julson, Enterprise school. Writing, Grade III: 1, Phyllis Brocklebank, Delia school; 2, Lilian Horsky, Delia school.

Reading, Grade IV: 1, Betty Stewart, Delia School; 2, Margaret Stewart, Delia School. Spelling, Grade V: 1, Doris McKee, Delia school; 2, Elsie Shafer, Sentinel Hill school.

Map Drawing, Grades VII and VIII: Patricia Burke.

Essays: Grade VIII, Bessie Thompson; IX, Ole Peterson; X, Stella Montgomery; XI, Ina Miller.

—DELIA HAROLD.

OLDS

Sunday evening, December 2nd, Mr. Swift, who is teaching at the O.S.A., gave an address in the United Church. The following Sunday Mr. R. E. Stewart gave an address in the Presbyterian Church. During the week of the 2nd Mr. Stewart also wrote an article for the local paper. On Friday evening, December 7th, Hon. Perren Baker gave an address to the Board of Trade on the New School System. On the whole the local people had the interests of education kept before them pretty well.



(1) The United States and Alaska—size, climate, resources; St. Lawrence and Mississippi—their ports and their importance as highways.

- (2) The natural sub-divisions.
- (3) Mexico.
- (4) Central America.
- (5) West Indies.

Grade 7—(a) Agriculture: Swine and Sheep.(b) **Hygiene:** The Special Senses.(c) **Geography:** Germany, Switzerland, Greece and Central European States under the following heads: situation, climate, natural resources, chief industries, shipping ports, products we receive from them and they receive from us. Types of people.**Grade 8—(a) Hygiene:** Effects of tobacco and alcohol on the nervous system.(b) **Agriculture:** Swine and Sheep.(c) **Geography:** Africa.**GRAMMAR AND COMPOSITION****Grade 1—February and March.**

(a) Memorization of the following:

- (1) What is pink?
- (2) Who has seen the Wind?
- (3) What does the Bee do?
- (4) When I Was Down Beside the Sea?
- (5) A Frisky Lamb.
- (6) Sun and Rain. (Sing Song.) Christina Rossetti.
- (7) O Wind Where Have You Been?

(b) Retelling by the pupils and dramatization of episodes in the stories:

- (1) The Three Pigs.
- (2) The Wind and the Sun.
- (3) Black Sambo.

(c) "Sentence Sense" to be further developed. Follow this up by having the pupils copy a simple sentence, which has been obtained from oral work and has been written on the board by the teacher.

(d) Drill on the correct use of "isn't" and distinct pronunciation of the final "t" as found in such instances as "at the train."

(e) New stories to be read or told by the teacher:

- (1) Cinderella.
- (2) David the Shepherd Boy.
- (3) Nature stories.

Grade 2—Composition:

- (1) Teach abbreviations as given in the Course of Study, using them in letters, questions, etc.
- (2) Write two sentence letters.

Grade 3—February, March and April:(a) **Oral:**

- (1) Stories of three pictures (or more).
- (2) Conversation Lessons.
- (3) Vary reproduction of stories.
- (4) Make a play from a story.
- (5) Tell a story to illustrate a proverb.

(b) **Formal:** Continue abbreviations and contractions as they occur in all work.(c) **Written:**

- (1) Lead pupils to give variety to sentence form by putting in descriptive words.
- (2) Write correctly three sentences about a subject discussed.
- (3) Friendly letter. Use suggestions in Course of Study as basis.
- (4) Continue book project.

Grade 4—(a) Vocabulary lessons continued.

(b) Teach some word as different parts of speech.

(c) Compositions might now be lengthened to five or six complex sentences. Silent reading will supply material.

Grade 5—Review topics in order given.**Grade 6—See January Outline.****Grade 7—Composition:**

- (1) Outline Plans: Introduction.
Body.
Conclusion.

(2) Discuss titles.

Grammar: Adjective—definition, uses, degrees; Articles; Verbs—definition and use.

(3) Suggestive material from Supplementary Reading.

Grade 8—February and March:

(a) Frequent short drills in discovering and applying the rules of syntax which treat of the agreement of words, the government of words, and the proper position of words in a sentence as indicated in the correct use of:

- (1) A noun or pronoun, the subject of a verb is in the Nominative Case.
- (2) A noun or pronoun, the object of a verb or of a preposition is in the objective case.
- (3) When comparing two objects use the comparative;

when comparing more than two objects use the superlative degree.

(4) A pronoun agrees with its subject in person and number.

(5) The auxiliaries:

"May" indicates permission, possibility, wish.

"Can" indicates ability.

"Shall" indicates futurity in the first person.

"Will" indicates futurity in the second and third persons.

"Will" indicates promise, threat, resolve, in the first person.

"Shall" indicates promise, threat, resolve, in the second and third persons.

"Should" and "would" follow the same rule as "shall" and "will."

"Ought" is a finite verb and must never be used with have or had to form a compound tense.

(b) **Composition:** See January outline.**CITIZENSHIP****Grade 2—(a) Valentine's Day.**

(b) Dramatize 3 and 4.

Grade 3—(a) Inviting your friends to dinner, etc. (See Course.)

(b) St. Valentine's Day.

(c) Sense of Responsibility.

(d) Justice.

(e) Stories.

Grade 4—(1) Law—finish.

Class evolves rules and forms club for carrying out School and Class Laws.

(2) Stories on perseverance.

(3) History talks on Indians. (Stories.)

Grade 5—Self respect in:

(a) Care of personal appearance. (Meg and Amy March.)

(b) Honest pride in work well done. (Siegfried, Village Blacksmith.)

Grade 6—(a) The Tudor Period.

(b) Family, School, and Church.

Grade 7—See January Outline.**Grade 8—See January Outline.****SELLING****Grade 2—(a) 45 words beginning at "grow."**

(b) 2 word families.

(c) Dictation.

Grade 3—See September Outline.**Grade 4—See January Outline.****Grade 5—See September Outline.****Grade 6—See September Outline.****Grade 7—See January Outline.****Grade 8—See January Outline.****ART****Grade 1—To make a mat or linoleum pattern for floor of a doll's room.****Grade 2—(a) Finish booklet.**

(b) Valentines.

Grade 3—The construction and simple decoration of a tray and small paper box with cover.**Grade 4—Exercise VII.****Grade 5—Exercise VI. To make a cardboard box with cover, and to show working drawing of the same. On cover place an all-over pattern made from capital letters in motifs. The spacing of the decoration is to conform to the size of the box.****Grade 6—Pencil drawings of objects.****Grade 7—(1) Conventional flower and leaf forms in wax crayons on cloth (ironed to blend colors).**

(2) Border designs.

(3) Scale of color intensities.

(4) **Picture Study:** "Christ and the Doctors."**Grade 8—(a) Plan simple building. Color schemes for rooms. Spacing of walls.**(b) **Picture Study:** "Dance of the Nymphs." (Corot.)

Lesson Helps

GENERAL ORGANIZATION OF A DAY'S WORK IN A RURAL SCHOOL

By MISS MYRTLE ANSLEY

The organization of the daily work calls for first, the choosing of the topics; second, the preparation of the lesson to be taught; third, the preparation and arrangement of seat work.

I shall deal first with the choosing of the topics.

The Course of Studies outlines the amount of material to be taught during the school year. This I count on completing by Easter, leaving the remaining time for review.

To make my work more definite I have a monthly plan which outlines certain topics in each grade, to be taught each month. I count on a month as having four weeks and on that basis I form a weekly plan. This weekly plan can not always be strictly adhered to but it serves very well as an objective.

The number of lessons per week on each topic depends upon the time-table. Arithmetic, Literature, Composition, Spelling, etc., are taught five times per week; Geography, History, Agriculture, Nature Study, Writing, etc., are taught three or four times per week. Keeping this in mind I can definitely arrange what must be covered in each topic per week and which lessons will be teaching lessons, study lessons, seatwork lessons or review lessons. The daily plan shows the amount of work to be covered in each grade for each subject. In the case of lessons requiring careful preparation such as Geography, "The Manufacturing in England"; History, "The Passing of Villeinage" or any other such lesson I outline on the plan, the steps in which it will be taught.

I shall now outline the remaining two points, the preparation of the lesson, and the preparation and arrangement of seat work for one day's work in a rural school consisting of Grades II, IV, V, VI and VIII.

The first lesson for the day is an Arithmetic lesson in Grade V on perimeter. While this lesson is in progress Grade II has seat work in Language, writing stories about Today, e.g., Today is Wednesday. It is warm today. Grade IV is doing seat work in (A., S., M. and D.) addition, subtraction, multiplication and division. Grade VI has five problems involving addition of fractions. Grade VIII has three problems on profit and loss, and three on commission.

Now comes the preparation of the Arithmetic lesson. The main point for them to understand is that perimeter means distance around. I would lead up to the lesson by showing them the necessity of measuring the distance around. Fencing problems will easily be understood by country pupils. Diagrams on the blackboard or cut out diagrams will simplify the lesson. They could easily see that the distance around equals length plus width plus length plus width. Have them draw figures and measure them, or measure figures drawn on the blackboard, or rectangular objects in the room such as desks; but if they measure any object, whether drawn or real be sure there is no fraction to be used. Problems can not be too simple for the first lesson. As soon as they all understand that the distance around equals length plus width plus length plus width put on blackboard several problems—very simple and have them work them. That would be enough to teach in that one day and the next day I could teach the more simple method of finding perimeter. Some of the pupils might even have found it out for themselves.

The next lesson is with Grade II. The other grades are still busy with Arithmetic. We take up the language work and write different stories on the blackboard correcting misspelled words and any other mistakes. Directly following is an oral drill on the combinations and separations to 12, and up to and including plus 3 in all the tens to 100. They are then given seat work in same—copying them from the blackboard and putting down the answers.

Grade IV Arithmetic is then corrected and Grade IV is given seat work in Language. Uses of the apostrophe and showing six examples of each.

Immediately following Grade VI Arithmetic is corrected and they are given seat work in Language—picking out the most important thoughts in the paragraphs of "The Beginning of Rome."

Grade VI Arithmetic is then corrected and any difficulties dealt with. They are given seat work in Composition which will be, picking out the main thought in each paragraph of "The Barren Lands."

Grade VIII Arithmetic is corrected and difficulties dealt with.

The next lesson is a Grammar lesson for Grade VIII on "The Subordinate adjective clause." Grade II is given seat work on the use of certain words—using them in stories. The words are: the numbers to ten, and, she, her, it, saw, seen.

To proceed with the Grade VIII Grammar lesson. As an introduction [put on blackboard a simple sentence containing an adjective phrase. Ask them to pick out the phrase and tell the work it does—that it describes the noun. Ask them to insert, in the place of that phrase, an adjective clause which will tell the same thing about the noun that the phrase did. Put several sentences containing adjective phrases and have them treat them in the same manner. By questions working through the adjective and adjective phrase name the clause that modifies the noun. Give examples showing an adjective clause modifying a pronoun also. Define adjective clause as one that describes a noun or pronoun. Have them note all the words used in starting adjective clauses.

As seat work give them an exercise in picking out the adjective and telling the word they describe; but be sure all subordinate clauses are adjective clauses. Other seat work throughout the other grades may be corrected during this time.

This lesson concludes the first quarter of the day.

Directly after recess is an oral reading lesson with Grade II. Grades IV, V, VI and VIII are given seat work in spelling. Words are written on blackboard with difficult parts underlined. There

are five words for each grade and they learn to spell them, their meaning and to use them in sentences. The words for each grade are written on the plan.

The preparation of the reading lesson is to become familiar with the selection which is "The Fisherman and His Wife." The method of presenting it is to tell the story to the children. Then have a blackboard drill on the new and difficult words. Then have each child read. The stress at first is on the meaning, then on the voice and expression. The seat work following is to use in stories the new words written on the blackboard.

A History lesson for Grade VI follows. The seat work for the other grades is: Grade IV, Answer questions in Citizenship, from blackboard on "The Law." Grade V is doing seat work on "Verendrye." Answer question from blackboard. Draw a map showing the travels of Verendrye; and write a note explaining them. Grade VIII is answering questions on the "Reform Bills."

The History lesson for Grade VI is on "Robert Bruce." They have previously studied the "Scottish Independence" and "William Wallace," so by a few oral questions the setting for "Robert Bruce" could be obtained from the pupils. In the presentation of the lesson discuss first, who he was. The story of the early part of his life would arouse the interest of the pupils. He was the grandson of that Bruce who was an unsuccessful claimant to the throne of Scotland some years previous. He at first served the English—explain why he left them and returned to Scotland. He killed Comyn who attempted to betray him. He fled from Scotland but later returned to raise an army and take up Wallace's quarrel with the English. Edward advanced towards him but died. His son was weak and care free and did not attempt to attack Scotland until nearly all England's strongholds in Scotland were taken. He finally advanced into Scotland with a very grand army. The Battle of Bannockburn was fought, Bruce was acknowledged king and Scotland freed from the dominance of the English crown. As Drill get the story from the pupils.

As seat work they would copy from the blackboard a note on "Robert Bruce."

The lesson following is a Spelling lesson for all the grades except II—one for the dictation of the spellings. Grade II is doing seat work in writing numbers, all numbers ending in 3, 5, 8 and 9; and counting by 2's, 5's and 10's to 100.

Following the dictation of the Spellings is a Literature lesson on "Damon and Pythias." Grade VIII is writing answers to questions on part III of "The Ancient Mariner." Grade VI is writing answers to questions on "The White Horse Plain." Grade V is looking up and using in sentences the difficult words in "Moses at the Fair."

As preparation for the lesson on "Damon and Pythias," read it over to become more familiar with it, then decide on the method of teaching it. It could be introduced by a discussion on "Friends." "What a friend is;" "Why we like to have friends," etc. Then write on the blackboard the names of these two friends—Damon and Pythias. Write on blackboard and explain the difficult words: Syracuse, execution, condemned, scaffold, etc.

Then read the selection. After it has been read get the story back from the pupils, have one tell so much and another continue. Then ask oral questions about the selection. As seat work have them answer definite questions on it. Questions such as: Name the two great friends. In what city did the story take place? Why was Damon taken prisoner? and so on.

There follows an oral reading lesson with Grade V on the second page of "Moses at the Fair." This is a continued lesson so there is no preparation necessary.

The few moments then left may be divided among the grades, correcting Grade II Arithmetic and assigning seat work in writing—a few lines of poetry from the blackboard; if time, discussion and correction of answers of V, VI and VIII may be had.

The class is then dismissed for the noon hour. If any seat work has been assigned and has not been corrected it is only a matter of some few minutes to correct it in the noon hour.

The first lesson after the noon period is a Spelling lesson with Grade II. Grades VIII, VI and V are doing accuracy, 2 adding 2 subtracting, 2 long and 2 short division and 2 multiplication. Grade IV is working four problems in denominate numbers. Grade II has each day three new words from the list along with any that were written incorrectly the previous day. This day there are four words. They are door, eat, end and five. Each word is written on the blackboard, pronounced several times by the pupils, used in several stories and finally, written down three times in their books. When all the words have been drilled they are dictated, sometimes in stories. They are then corrected, and all mistakes written out.

The next lesson is a Geography lesson in Grade VIII on the "Climate of England." Grade II is doing number work—adding columns to 12. Grade IV is doing seat work in Geography, studying notes on "The Grain of Canada," preparatory to answering questions. Grade V is drawing a map of the Western Hemisphere showing the zones. Grade VI is putting mountains, rivers, oceans etc., on an outline map of North America.

The Geography lesson could be introduced by showing them, by a map of the world, that England and Wales and Alberta are

practically within the same latitudes. Explain that even if they are within the same latitudes Alberta's temperature varies 150°, 100° in summer and 50° below in winter; while England's temperature varies only 20°—being between 62° and 82° during the whole year. England must have a very moderate climate then. Get from the pupils the four factors which moderate a climate: (1) being close to water, (2) warm winds, (3) warm ocean currents, gulf stream, (4) low altitude. Apply each in detail to the climate of England and Wales. Mention also the north winds and the effect of the mountains.

As drill ask them orally definite questions, and as seat work have them write answers to definite questions. Questions such as: "What is the variation of the climate of Alberta and England and Wales?" "What effect has the surrounding water on England?" "What effects have the south west winds on England?" etc.

A few moments can be used here in supervising and correcting the seat work of the other grades.

The next lesson is a Writing lesson on the letter "g" for all the grades. On the plan would be written the exercises and words to be used. Write several letters on the blackboard and discuss the letter. Draw their attention to its beginning on the line, its ending half way up, the first part is like the letter a, but it has a straight downstroke and a curved upstroke. Have them do the left hand oval and the up and down stroke. Have them then write just the letter g. Then have them do three or four g's together to get the slant. Still later have them write words.

After the writing lesson the school is dismissed for recess.

Directly after recess the first teaching lesson is one on the "Garter Snake" for Grades IV and V. Grade II may listen as they will be interested also, and might even contribute to the lesson. Grade VIII has seat work in Agriculture studying the preparation of soil for wheat by answering a number of questions. Grade VI will have seat work in Hygiene answering questions on the digestive system.

Introduce the Nature Study lesson by the question "Who has seen a snake?" Show them pictures of the three kinds of snakes found around here, the garter, the bull and the rattler. Then discuss in detail the garter snake, emphasizing its harmlessness. With questions put to the pupils one could get its color, where it lives, its food, how it eats, its teeth, its tongue, how it moves through the grass, etc. The pupils will likely narrate instances where they have observed some of its mannerisms.

As seat work they would copy a blackboard summary of the Garter Snake.

The next lesson is a discussion and correction of Grade VI Hygiene. Grade II is occupied with writing down words having endings in "ill"—i-l-l, and using them in stories.

Directly following is a review lesson on the adjective, while Grade VI, Grades IV and V are writing letters to a friend asking him to come to a birthday party. Grade VIII has seat work in Composition, writing a paragraph on "Harvesting." Grade I is still busy with ill-words.

To continue with the adjective lesson. Get a subject of thought from a pupil (making certain that it contains a noun), and get a "telling part" from another pupil. Ask for one word that will tell more about the subject of thought. Get many examples, working in the same way. Have them define the word—it describes a noun. Give them the name "adjective." Define "adjective" as, an adjective is a word that describes a noun. Give them sentences with nouns in the predicate part, add adjectives. Give them several sentences and have them pick out the adjectives. As seat work have them pick out the adjectives from several sentences, naming the noun each describes.

The remaining few minutes can be used in teaching Grade II the poem "The Swing."

This concludes the lessons for that one day.

GRADES I, II AND III

THE LITTLE BOY WHOSE NAME WAS VALENTINE

Once upon a time, many years ago, a dear little baby boy was born into a humble home on St. Valentine's Day. There were a great many names for babies, but none of them seemed to suit this one. After thinking for some time his mother decided to call him Valentine because he was born on the fourteenth of February, Saint Valentine's Day. Valentine means Love. She wished that when he grew up he might be much loved.

Just then a fairy came into the room, and said, "Your wish is granted. Your child shall be much loved."

"Oh, kind fairy," said the mother, "are you going to make him very rich?"

But the fairy shook her head, and replied, "Riches would not make everyone love him."

"Well," eagerly asked the mother, "is he going to be very beautiful and very wise?"

The fairy shook her head again, and softly singing,

"Oh, Valentine,

That heart of thine,

With love shall shine."

she flitted over the cradle, where Valentine lay sleeping, waved her magic wand and was gone.

The happy mother pondered over the words of the fairy. Valen-

tine grew taller and stronger and broader. At last Saint Valentine's Day drew near and the boy would be five years old.

One day, when Valentine returned home with his mother, after seeing the store windows, which were gaily dressed with pretty cards glistening with silver lace, and decorated with red hearts and little cupids, and white doves with letters in their beaks, he said, "Mother, why did you call me Valentine? I'm the only little boy with that name."

"Well," said his mother, "a long time ago there lived another little boy whose name was Valentine, and when he grew to be a man he was so good that people called him Saint Valentine."

"He used to travel from village to village, and when the sick folk saw him, the look of his gentle, sweet face seemed to make them feel better. He always knew where the poor and lonely folk lived too; and, as he went from home to home, the little children would gather around him, and listen to his wonderful stories of the birds and the flowers. He played games with them, too. When he became too old to visit the people he used to send them loving messages. Saint Valentine was so much loved by all, that on his birthday, February the fourteenth, the people, remembering his kind deeds, sent love tokens to their friends, to tell them how much they were loved, just as Saint Valentine used to do. These tokens we call 'valentines.' And so, little son of mine, because the fairy brought you to me on February the fourteenth, I call you Valentine."

That night when Valentine went to bed, the lovely, round moon shone right through his window. And she seemed to know that he was trying to be good like good Saint Valentine.

Little Valentine had no brothers and sisters. When he grew older he found there were boys and girls who did not have as many picture books and toys as he had. So he would carry his spinning top or his long train of cars to his little friends, who only saw trains and tops in store windows. Sometimes he would bring his picture books to the little cripple across the way, who was never able to run about like other children. And Valentine would tell him fairy stories until the little cripple forgot he could not jump and run.

Valentine so loved to make other people happy, that when it came near his birthday, St. Valentine's Day, he ran off down the street to buy love tokens for his mother, his friend down the street, and the little cripple.

Valentine's birthday came at last. And as he was sitting at his mother's knee, waiting to hear the story of good Saint Valentine which she always told him on his birthday, the door bell rang. And there stood the postman with a bag full of letters. One, two, three and all for Valentine. Oh, what fun it was opening them, and taking out pretty cards on which were cupids and red hearts and flying doves, carrying in their beaks loving messages, one of which read:

"I love you, Valentine, my dear,
For all the happiness and cheer
Which you have brought to me this year."

ST. VALENTINE'S DAY

This day is not a holiday but in primary schools it may be made the occasion of a few simple exercises intended to interest the younger people. St. Valentine's Day is the survival, in modern times, of an extremely ancient festival associated with the life of St. Valentine.

The teacher may use this festival to good advantage in her school work, making it the occasion for imparting a simple lesson on the beauty of loving service to others; expressions of affectionate regard that should exist between members of the home circle teacher, pupils, and playmates. Preparatory work for this occasion forms "Busy Work" of the primary grades for days, and even weeks, immediately preceding the day itself. Let the little pupils make valentines. They can color pictures of birds and flowers, cut them out and paste them on sheets of paper; and cut hearts out of red paper, paste them on white blotting paper to make ornamental blotters, pin cushions, pen wipers, and so on. All this interests the pupils and is preparatory to the simple exercises of the day.

These exercises will consist of music, a few recitations, and the teacher will tell the story of St. Valentine. Then the valentines are inspected and the best ones commented upon.

ARITHMETIC—Grade IV

Most teachers are over anxious when they teach the tiresome subject of Long Division, and present the various steps either too fast or else promiscuously, so that for many weeks the child is confused.

There are really ten types of problems in Long Division.

These types will be given, arranged in order of difficulty.

Type 1.—Begin with Short Division. Show similarity to Long Division. Really, Long Division is easier, because here we write down each step, while in Short Division the multiplication and subtraction are done mentally. Have pupils see that this is true.

12/648/54

54

60

12

648

48

148

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Type 2.—Where the divisor is composed of two figures, the tens large and the units small, and where there is no remainder.

$$\begin{array}{r} 41/984/24 \\ -82 \\ \hline 164 \\ 164 \\ \hline \end{array}$$

Note the steps:

1. Find number (How many?)
2. Multiply.
3. Subtract.
4. Is the remainder smaller than the dividend?
5. Bring down number.

Type 3.—Where a divisor of two figures is not contained in the first two figures of the dividend.

$$\begin{array}{r} 52/3588/69 \\ 312 \\ \hline 468 \\ 468 \\ \hline \end{array}$$

Type 4.—Where there is a remainder. Talk about remainder in Short Division. Teach terms: divisor, dividend, quotient, remainder.

divisor 63/12185 dividend/183 26-63 quotient

$$\begin{array}{r} 63 \\ 588 \\ 567 \\ \hline \end{array}$$

12/5747/478 11-12 remainder

Where the remainder is one less than the divisor.

$$\begin{array}{r} 215 \\ 189 \\ \hline \end{array}$$

26 remainder

Type 5.—Where zero comes at the end of the dividend.

$$\begin{array}{r} 84/162960/1940 \\ 84 \\ \hline \end{array}$$

Teach here how to prove examples.

$$\begin{array}{r} 789 \\ 756 \\ \hline 336 \\ 336 \\ \hline \end{array}$$

0

Type 6.—Repeat the first five types making the units a larger number than the tens. Then teach where there is one zero or more in both divisor and dividend.

$$60/8460/141$$

$$240/6240/26$$

$$\begin{array}{r} 48 \\ 144 \\ 144 \\ \hline \end{array}$$

$$\begin{array}{r} 200/86400/432 \\ (a) 240/6250/26 \text{ 1-24} \\ 48 \\ \hline \end{array}$$

Compare "a" and "b".

Talk about remainders. Spend at least a week on this type.

$$\begin{array}{r} 145 \\ 144 \\ \hline 1 \\ \hline \end{array}$$

$$\begin{array}{r} (b) 240/6250/26 \text{ 1-24} \\ 480 \\ \hline \end{array}$$

$$\begin{array}{r} 1450 \\ 1440 \\ \hline \end{array}$$

$$10 = 10 - 240 = 1 - 24.$$

Type 7.—Where the last figure brought down from the dividend forms the complete remainder.

$$\begin{array}{r} 45/68856/1530 \text{ 6-45} \\ 45 \\ \hline 238 \\ 225 \\ \hline 135 \\ 135 \\ \hline 6 \\ \hline \end{array}$$

This type requires much drill. Teachers of the upper grades often find errors in this type.

Type 8.—Where it is necessary to bring two figures from the dividend to obtain a number larger than the divisor.

$$\begin{array}{r} 38/7769/204 \text{ 17-38} \\ 76 \\ \hline 169 \\ 152 \\ \hline 17 \\ \hline \end{array}$$

This type, too, requires constant drill.

Type 9.—Where the divisor contains more than two figures.

$$\begin{array}{r} 215/39690/184 \text{ 130-215} \\ 215 \\ \hline 1819 \\ 1720 \\ \hline 990 \\ 860 \\ \hline 130 \\ \hline \end{array} \quad \begin{array}{r} 3142/97568/31 \text{ 166-3142} \\ 9426 \\ \hline 3308 \\ 3142 \\ \hline 166 \\ \hline \end{array}$$

To teach all these types successfully requires at least two months. Then show how to find the dividend or the divisor when the other two are given. Children will thus see that the quotient is not necessarily the answer, as so many think.

Problem

Answers

648 ÷ 12	54
473 ÷ 11	43
1,365 ÷ 13	105
585 ÷ 45	13
9,625 ÷ 25	385
5,187 ÷ 21	247
4,914 ÷ 21	234
7,854 ÷ 22	357
6,572 ÷ 62	106
8,815 ÷ 43	205
1,944 ÷ 24	81
1,634 ÷ 38	43
2,277 ÷ 69	33
47,953 ÷ 79	607
226,824 ÷ 78	2,908
215,346 ÷ 57	3,778
69,744 ÷ 48	1,453
160,384 ÷ 64	2,506
338,823 ÷ 89	3,807
14,210 ÷ 35	46
15,075 ÷ 75	201
344,845 ÷ 85	4,057
19,050 ÷ 65	290
68,730 ÷ 87	790
706,800 ÷ 95	7,440
49,685 ÷ 72	690 5-72
734,444 ÷ 86	8,540 4-86
98,596 ÷ 62	1,590 16-62
90,576 ÷ 45	2,012 36-45
87,630 ÷ 85	1,030 80-85
900 ÷ 30	30
7,980 ÷ 60	133
95,770 ÷ 90	9,530
968,730 ÷ 250	3,874 23-25
75,900 ÷ 1,600	47 7-16
385,000 ÷ 150	2,566 10-15
69,075 ÷ 325	212 175-325
1,859,435 ÷ 2,645	7,053
2,698,948 ÷ 725	3,721

CITIZENSHIP—Grade VI THE TUDOR PERIOD

At the close of the fifteenth century, Europe passed from the mediæval to the modern world. For nearly two centuries there had been in progress in western Europe, and especially in Italy, a movement which was breaking down the main characteristics of mediævalism. This movement, which furnishes the link between the Middle Ages and the modern world, is generally spoken of as the Renaissance.

For many years the people of western Europe had indulged in a dream of unity. Their religious life had been closely associated with the centralized government of the Papacy, with Rome as its capital, and with all believers linked together as members of a united Christendom. The religious teachers repressed investigation and research, and stifled new ideas and new developments.

Nations in the modern sense of the term did not exist, unless England may be looked upon as an exception. The individual everywhere, in religious, political, and commercial life, was subordinated to the corporation, guild, or company of which he was a member. Such were the general tendencies of life during the Middle Ages.

But as early as the fourteenth century there was a reaction against them. It started in Italy where the more intellectual Italians began to take an interest in the past history, literature, and art, of their Roman forefathers. The feeling gathered strength as time went on. Intercourse with Constantinople gave a knowledge of the works of the Greeks. They were introduced to ideas other than that of Christendom, which had definite ideas of beauty, art, culture, philosophy, different from but not necessarily inferior to the prevalent Christian ideas. Such revelations led to a great revival in thought and letters, to a shaking off of old ideas and the formulation of many new ones, to a Revival in Learning in which all western Europe shared.



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The Renaissance led to new thoughts about life and the universe. National differences were emphasised, whereas there had been a tendency to suppress, if not to ignore, them. The old idea of universal rule, whether of Empire or Papacy, passed away before the conception of the modern state, the compact and well-organized nation with its own particular interests knitting together all sections of its inhabitants. The rise of the nation gave to its mother tongue an importance it had never known before. Latin ceased to be the common language of learning, and each nation developed its own literature in its own tongue. The newly-invented printing press lent its aid in spreading the new ideas. With the passing of feudalism in England, too, the king became the symbol of national unity, the centre of national hopes and fears.

With these changes there was also associated a recognition of the rights of the individual. The wider outlook on life gave to each citizen a keener sense of his own importance and a clearer idea of his personal freedom. Each individual began to feel that he was of real importance, that he was someone to be reckoned with, that he was more than merely a unit of a class or a corporation. He was no longer blindly willing to receive opinions thrust upon him by others. He demanded the right to think and to judge for himself.

This led to changes in the Church world. The idea of a united Christendom was replaced by a desire for a national church. There was also great industrial expansion. New scientific methods were introduced. Men no longer adopted the opinions of previous scholars. They resorted to first-hand study of nature by means of observation and experiment, and new discoveries in physical science changed conceptions of the nature of the universe.

From this came important Geographical discoveries which undid the old ideas of the world by giving to its people a new world. England found herself in the centre of the land hemisphere instead of on the edge. Then Bartholomew Deaz, a Portugese, rounded Cape Horn, and Vasco Da Gama reached India by way of Cape Horn. Columbus, with the financial assistance of Spain, fitted out ships and sailed to the westward. After a thirty-five day trip he reached land which he thought to be Japan, but which proved to be a new continent. Magellan, also a Portugese, sailed around Cape Horn and sighted the Pacific.

England came late into the field of exploration—her first expedition to explore new lands being led by John and Sebastian Cabot. Thanks to her insular position and consequent isolation, she had advanced farther than any other nation along the path of national freedom. The strong Tudor kings had been able to give unity to the nation, to clear away forever petty jealousies and local difference of various parts of the country, and they gave their people peace. With peace came prosperity. Commerce increased; new markets were opened; industries flourished; the middle classes increased and prospered. England became a real nation and with her defeat of the Spanish Armada in 1588 she became "Mistress of the Seas."

GRAMMAR—Grade VII

1. (a) What is the difference between an "object" and a "complement"?
- (b) How do you distinguish between an object and an enlargement of the bare predicate?
2. (a) Add to following so that they make sentences containing a bare predicate and an object. Underline and name each:
 - (1) The gypsies
 - (2) The decorations
- (b) Complete the following by adding a bare predicate followed by a complement. Underline and name each.
 - (1) The old house
 - (2) The playground
- (c) Complete the following by adding a bare predicate followed by an adverbial phrase. Underline and name each.
 - (1) Big dogs
 - (2) Christmas
3. (1) The famished gods came suddenly upon a herd of cattle in a little valley.
- (2) On the earl's cheek the flush of rage O'ercame the ashen hue of age.
- (3) Maggie Tulliver was a spoiled child.
 - (a) Analyze the above sentences.
 - (b) Pick out the phrases and tell their kind.
 - (c) Pick out the prepositions and give their relation.
4. Where possible, change from Active Voice to Passive Voice, and from Passive Voice to Active Voice:
 - (a) The sailors took the opportunity to open the seaman's chest.
 - (b) Ulysses and his followers next landed at the island home.
 - (c) The bag was hung on the mast by Ulysses.
 - (d) The game of captain-ball is suitable for girls.
 - (e) Great skill was required by the knights in the management of their horses.
 - (f) The Literary Society of your school gives a concert on Friday.

CITIZENSHIP—Grade VIII PRISON AND LAW REFORM

In the eighteenth century English prisons were very different from what they are today. The Government did not then own them; counties and towns owned their own prisons, and sometimes private people owned them to make money out of them. No inspectors were sent around. There were no rules about cleanliness and health.

In many towns the ancient city gateways were used for prisons. In other places the prison was in a mouldering old fortress; or again it was in a building on a narrow bridge over a river. Some were in new buildings where prisoners could walk out and take air.

Children and older persons, the debtor and the hardened criminal, the convicted prisoner and the person under remand, all mixed together. The punishments inflicted were brutal and degrading. Whipping was a common punishment for men, hanging a common penalty. Many offences were punishable by death. Often prisoners were transported to Australia—a much worse fate than penal servitude at home.

Up till the beginning of the nineteenth century, the prisons of England were in a most deplorable condition. Two diligents to improve these conditions were John Howard and Elizabeth Fry. Their efforts finally resulted in many prison reforms, the chief of which were:

- (1) Old prisons were torn down, and new sanitary ones were built.
- (2) In these new prisons, separate cells were provided for prisoners.
- (3) Yards were provided where prisoners might exercise.
- (4) A proper supply of clothing, food, and water was to be available.
- (5) Prisoners were taught trades and allowed to earn money.
- (6) A doctor was kept at the jail to look after the health of the prisoners.

As time went on reforms took place in the law also. Sir Robert Peel, in 1829, organized a Police Force to assist in keeping down crime. With the prevention of crime, went hand in hand a new system of punishing criminals. Following 1841, the death penalty was used only in case of murder committed. Other crimes were punished by fines or prison terms according to the nature of the crime. In 1853, a law was passed forbidding the taking of prisoners to penal settlements. Public executions were abolished in 1868. During the reign of Queen Victoria a law was passed whereby a prisoner might shorten his prison term by about a quarter if his behaviour was good.

PENNY POSTAGE

When Henry VII came to the throne, there were no postmen, and very few people ever received a letter even once in their lives. During the reigns of the other Tudor sovereigns, very slowly this began to alter. Henry VIII kept horses stabled in towns along certain roads, such as the road from London to Scotland. These horses were called "Post-horses" and they were used by couriers of the king's messages. Sometimes private people were allowed to send messages, and sometimes the inn-keeper was allowed to rent out the horses if the king did not want them. This custom was the beginning of what we call the Post.

In the days of the Stuart kings, people grew more eager for news. Carriers' carts went about the country roads, carrying letters among other things. All along the principal roads, from 1635 onward, post boys rode once a week, carrying bags from London, and delivering them, and picking up others on the way. The letters for long distances were handed on at certain points on the road to other post-boys so that they could be carried without stopping, and could go 120 miles in 24 hours. A letter was written on a stout piece of paper, folded and sealed. There were no envelopes and no stamps. The receiver paid the fee for carrying.

In 1783 the government started royal coaches for carrying the mail. It cost eighteen cents to send a letter from London to Birmingham, and 26 cents from London to Edinburgh. But railways were coming. In 1840 the penny post, for letters of half an ounce was set up all over the British Isles, and the first postage stamps were made. From this time onward the sender of the letter paid for its carriage.

BEGINNINGS OF TRADE UNIONISM

The destruction of Guilds left laborers without unions of any kind for about three hundred years. The introduction of the factory system proved clearly that some sort of Unionism was necessary if the workers were to obtain fair treatment, but early attempts at unions were forbidden by the law. In 1799, all combinations of workmen to raise wages were declared illegal.

In 1826, combinations of workmen to discuss with employers the question of fair wages became lawful, but the threat to strike was still illegal.

Little further progress was made till 1867 when the Masters and Servants Act inflicted fines upon employer and employee alike if contracts were broken.

In 1875, an act was passed which said that all acts which were legal when done by an individual worker were legal when done by a combination of workers. After this date the power of trade unions increased rapidly, until in 1903 the courts decided that a union was responsible for its members. Picketing (the attempt to force work people to join in a strike) was illegal. By an act in 1906, peaceful picketing was declared lawful.

WORKMEN'S LIABILITY

The ultimate aim of all new methods must be the extinction of the evils of pauperism. Prevention is better than cure. Since 1896 Workmen's Compensation Acts have attempted to provide for the worker injured in the pursuit of his employment, or for the dependants in case of his death. His compensation was in proportion to the wages he formerly earned.

OLD AGE PENSIONS

The Old Age Pensions Act of 1908 was the most sweeping act of the government at that time. It simply allowed everyone who was seventy years of age or more, and who had an income of less than \$140 a year, to claim from the state \$1.25 per week.

FREEDOM OF THE PRESS

During the reign of William and Mary began the freedom of the press. In 1662, an act had been passed putting all printing under the control of the government, in other words, no book or paper could be printed without the consent of the government. The plan worked badly and, in 1675, this law was done away with. In 1679, it was again renewed, but shortly afterwards the censorship of the press was removed. Newspapers now multiplied and, within a fortnight, many excellent papers and magazines were published.

THE EDUCATION ACT OF 1870

As the population was growing a national system of education was becoming a greater and greater necessity. In 1839 one-half of the men and one-third of the women of England could not read or write. Many men who had been given the vote were included in these. It was now seen that all men must be educated. There was such a demand for a national system in 1870 that the famous Education Act was passed. It made provision for the establishment of elected School Boards with the power to build and control

schools if necessary, and to levy a local tax rate in aid of them. Attendance was made compulsory. After this elementary education made real progress. Better schools and better teachers with better methods of teaching came into existence.

ANNUAL CONVENTION OF THE SOUTH ALBERTA TEACHERS' ASSOCIATION

THE Annual Convention of the South Alberta Teachers' Association which includes the teachers of the Macleod, Lethbridge and Foremost Inspectorates, was held in Central School, Lethbridge, on Thursday and Friday, November 8th and 9th. Four hundred and seventy-five teachers registered, the largest number yet reached, the fine weather no doubt contributing to this record.

The convention executive under the presidency of Mr. H. H. Bruce had prepared an interesting and varied programme. Observation of teachers and classes "in action" in the schools south of the railway track from 9 to 11 a.m. commenced the programme, while a High School Sectional Meeting under the chairmanship of Inspector J. A. Smith, B.A. continued until half an hour later.

The afternoon session was opened with the president's address which included references to the importance of the teacher's work and place in society. The teachers assembled were then welcomed to the city by Dr. J. E. Lovering, Chairman of the Lethbridge School Board. Inspector Bremner then delivered a highly instructive and valuable address on "Literature: the Teacher's Golden Opportunity." The importance of inspirational teaching which, in turn, depended upon an inspired teacher was emphasized by Mr. Bremner. "Teaching, an Organized Profession" was the topic

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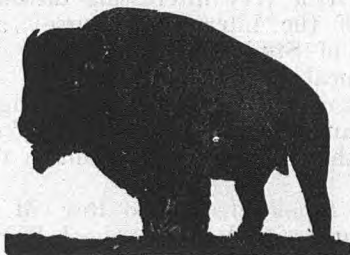
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CALGARY

very ably discussed by Mr. S. E. Low, of Raymond, speaking as the representative of the Teachers' Alliance.

The Annual Banquet, arrangements for which were made as usual by a committee of the two Locals of the A.T.A., was a huge success. Popularity for the fourth banquet (but the first to be held in the new Marquis Hotel), was assured from the first few moments of registration and all available tickets were sold by noon, frantic efforts being made by the committee to secure additional accommodation but without avail. Over two hundred and fifty sat down to an excellent meal served in excellent style, under the chairmanship of Mr. George Watson, A.T.A. Representative for the district. The address of the evening was that given by Dr. Lazerte. At the conclusion of this part of the programme the scene was shifted to the auditorium of the new Collegiate Institute where well over three hundred danced joyously until past midnight. In spite of every effort of the committee in charge the much increased demand for tickets to these functions caused considerable disappointment to the many who were unable to obtain them and efforts will undoubtedly be made another year to provide for a still larger crowd.

Following the morning programme of group meetings discussing class room problems and methods came another address by Dr. Lazerte who dealt with the problems we face in directing learning. The difficulties of the present educational system and an outline of the proposed Unit System were discussed by Hon. Perren Baker, Minister of Education, who was listened to with a rapt attention which did credit to both the speaker and his subject.

The "Question Box" was handled in the usual skilful way by Inspector Morgan and brought to a close a highly successful gathering. The election of Mr. A. J. Watson as President of the Association for the following year together with a strong executive committee assures the teachers of at least an equally profitable convention in 1929.

News from the Locals

WILLINGDON

We are pleased to note that an A.T.A. Local was organized at Willingdon on Friday, December 14th.

The following were elected officers: President, Ross M. Sherk, Shandro; Vice-President, Miss Lily Boutillier, Soda Lake; Secretary-Treasurer, T. A. Shandro, Shandro.

Others present were, Mr. Kostask, B.A., Willingdon; Mrs. Carnal, Willingdon; Mr. Schneider, M.A., Soda Lake and Miss Yvonne Bouthillier, Hairy Hill.

The very unfavorable weather, we believe, was the cause for the few present, but with vigorous campaigning already under way, this enrollment will be greatly increased before the next meeting.

CARDSTON

The Cardston Local has organized with the following officers in charge: President, Mr. N. E. Tanner; Vice-President, Mr. Willard Brooks; Corresponding Secretary, Mr. H. P. Thoreson; Secretary, Miss Mable Hendry.

Two meetings have been held. The first meeting was the organization meeting. The following are the minutes of the second, held on Saturday, November 24th:

Mr. Tanner presiding.

1. Minutes read and approved.
 2. Mr. Tanner discussed briefly business that would be considered.
 3. Song: "Where the River Shannon Flows," by Mr. E. Poulson.
 4. "Impressions received at Convention," by Mr. W. Brooks.
 5. "Suggestions for Grades VII and VIII as discussed at Lethbridge Convention". Discussion led by Mr. E. Hinman.
 6. A Committee was chosen to select a suitable text to be used in years' work. The Committee chosen was Mr. R. E. Hicken, Chairman and Mr. N. E. Tanner. It was suggested that the discussion or topic should be a continuous one; a part taken each month. Suggestions were: (1) Standard Tests; (2) Examinations; (3) With Seasonal Topics.
 7. Financial Report given by Miss Norma Smith.
 8. Business discussion of local fee, time of meeting, etc., were then discussed.
- Meeting adjourned.

NANTON LOCAL

School Week was held in Nanton from December 2-8, and is believed to have been of great benefit to all concerned. Outstanding achievements were the displays of school work in several stores, and special displays of goods in others; also the "Open Day" at the school on Wednesday, when quite a number of parents saw the school in operation and later discussed the welfare of their children with the teachers.

The enclosed cutting from the NANTON NEWS will show how the public regarded it:

Card of Thanks—Visitors to the school on December 5th desire to take this means of expressing their appreciation of the courtesy and kindness of the principal and members of the staff in allowing them the freedom of the school. The general verdict was, "Delighted."

SMOKY LAKE

Two meetings have been held in the Smoky Lake High School and the Local has all promises for success. The first meeting was given mostly to the election of officers and forming the constitution and programmes. At the second meeting, Mr. Mead of Edwand, one of our local members, gave a very interesting discourse on "War Selections of the Literature Course" and "The History Course of Study." This was for the meeting held by the Local during School Week.

The late date of our organization and the closing of schools for influenza caused the Alberta School Week to receive less notice than it otherwise would in this district.

Mr. M. Sloboda of Smoky Lake and Rev. M. G. Newton of Waskatenau assisted the "School Week" here. Mr. Sloboda secured a speaker for the Local, Rev. Mr. Newton spoke from the pulpit and in several schools.

Personal canvassing is being carried on to secure more members for the Alliance.

VERMILION LOCAL

At a meeting of the teachers of the Vermilion district held at Vermilion, December 8th, 1928, it was decided to form a Vermilion A.T.A. Local.

The local was organized according to the constitution, the following officers being elected.

Mr. E. M. Stewart, President.

Mr. J. Topper, Vice-President.

Miss M. E. Cameron, Secretary-Treasurer.

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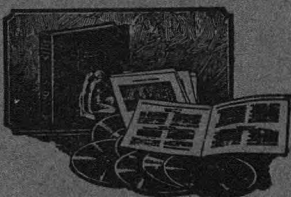
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